



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumunkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

**A COMPARATIVE STUDY OF THE STUDENTS' ACHIEVEMENT ON  
READING COMPREHENSION BETWEEN USING GRAMMAR  
TRANSLATION METHOD AND DIRECT METHOD AT THE THIRD  
GRADE OF MTsN 2 CIREBON**

**A THESIS**

Submitted to The English Education Department of Syekh Nurjati State Institute for  
Islamic Studies in Partial Fulfillment of The Requirements for Islamic Scholar  
Degree in English Education ( S.Pd. I )



**NENENG NURAENI**

**Reg. Number : 07430457**

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF  
SYEIKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES**

**2012**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## ABSTRACT

### **NENENG NURAENI : A COMPARATIVE STUDY OF THE STUDENTS' ACHIEVEMENT ON READING COMPREHENSION BETWEEN USING GRAMMAR TRANSLATION METHOD AND DIRECT METHOD AT THE THIRD GRADE OF MTsN 2 CIREBON.**

The objective of language teaching is to communicate among the learners and other people. The teaching uses some methods in order to develop reading skills, speaking skills, listening skills, and writing skills. Reading is the most difficult skill to teach. In this case, the writer found the students difficulties to learn reading this is the background of the problem in this research.

The aims of the research to find out the data about the students achievement in learning reading comprehension by using grammar translation method, to find out the data about the students achievement in learning reading comprehension by using direct method and to find out the comparative of the students achievement in learning reading comprehension by using grammar translation method and direct method.

Methods of the research is quantitative research, the writer uses quantitative data analysis. The writer analysis the data according to the result of the test comparative study of the students achievement on reading comprehension between using grammar translation method and direct method at the third grade of MTsN 2 Cirebon.

Population in this research is 247 students , a class IX D and IX F in MTsN 2 Cirebon. Taking the sample of this study is the researcher used a cluster sampling. The number of samples is 60 students of 25% and the use of data collecting instruments of observation and test. The data of test analyzed with the formulation of t- test.

The results of research is according to the data ; the value of  $M_{X_1} = 7.1$  and  $M_{X_2} = 6.8$ . The result of research is according to the data t-test = 1.578 so is smaller than  $t_{tt}[2.00 > 1.578 < 2.65]$ .



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.  
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

## TABLE OF CONTENTS

	page
Preface .....	viii
Table of Contents .....	x
List of Tables.....	xii

### CHAPTER I INTRODUCTION

A. The Background of The Problem.....	1
B. The identification of The Problem.....	8
C. The Limitation of The Problem.....	8
D. The Questions of The Research.....	9
E. The Aims of The Problem.....	9
F. The advantages of The Research.....	10

### CHAPTER II THE THEORETICAL FOUNDATION

A. Theory of Grammar Translation Method.....	11
1. The Definitions of The Grammar Translation Method.....	11
2. The Characteristics of Grammar Translation Method.....	11
3. Teaching and Learning Process by Using Grammar Translation Method.....	13
4. The Advantages and Disadvantages of Teaching and Learning Grammar Translation Method.....	15
B. Theory of Direct Method.....	18
1. The Definitions of The Direct Method.....	18
2. The Characteristics of The Direct Method.....	18
3. Teaching and Learning Process by Using Direct Method.....	19
4. The Advantages and Disadvantages of Teaching and Learning Direct Method.....	21
C. The Frame of Thinking.....	23
D. The Objectives of The Research.....	24

### CHAPTER III METHODOLOGY OF THE RESEARCH

A. The Objects of The Research.....	25
B. The Use of The Research.....	25
C. The Place and Time of The Research.....	25
D. The Method of The Research.....	25
E. The Variables of The Research.....	26
F. The Population and Sample.....	26



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

G. The Technique of Collecting Data.....	27
H. The Technique of Analysis Data.....	28

## CHAPTER IV      DISCUSSION AND RESEARCH FINDINGS

A. The General Condition of MTsN 2 Cirebon.....	30
1. The Historical Background of MTsN 2 Cirebon.....	30
2. The Facilities Condition of MTsN 2 Cirebon.....	30
3. The Location of MTsN 2 Cirebon.....	37
4. The Map of MTsN 2 Cirebon.....	38
5. The Achievement of MTsN 2 Cirebon.....	39
B. Research Findings.....	42
1. The Data of Teaching and Learning English By Using Grammar Translation Method ( $x_1$ variable ).....	42
2. The Data of Teaching and Learning English By Using Direct Method ( $x_2$ variable ).....	45
3. The Comparative of The Two Variables.....	51

## CHAPTER V      CONCLUSIONS AND SUGGESTIONS

A. The Conclusions .....	58
B. The Suggestions.....	59

## BIBLIOGRAPHY

## APPENDIXS



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## LISTS OF THE TABLES

<b>Table 1</b>	<b>Kinds of school room.....</b>	<b>31</b>
<b>Table 2</b>	<b>Equipments of education administration.....</b>	<b>33</b>
<b>Table 3</b>	<b>Teacher .....</b>	<b>34</b>
<b>Table 4</b>	<b>Achievements of MTsN 2 Cirebon.....</b>	<b>39</b>
<b>Table 5</b>	<b>The Result of test on reading comprehension achieved by the students of grammar translation method.....</b>	<b>42</b>
<b>Table 6</b>	<b>The result of test on reading comprehension achieved by the students of direct method.....</b>	<b>45</b>
<b>Table 7</b>	<b>Test of homogeneity of variances.....</b>	<b>50</b>
<b>Table 8</b>	<b>The result calculation of test by using the grammar translation method .....</b>	<b>51</b>
<b>Table 9</b>	<b>The result calculation of test by using the direct method.....</b>	<b>53</b>





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
2. Dilarang mengemukakan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## CHAPTER 1

### INTRODUCTION

#### A. The Background of The Problem

Language is a system communication and a system interaction with the environment. Language function the strengthen the unity of a family, society and nation. Through language we can express our feelings, our ideas and our experiences. Therefore human language is very different from the language of creation other creatures in this world. We can communicate well because we can speak well. The definition above is similar with Block and Trager which is stated by Jhon Lyons (1981 : 4 ), a language is a system of arbitrary symbol by means of which a social group co-operates. The same definition were dictated by Halliday ( 1993 ) which is stated by Kristen Lems, Leah D. Miller and Tenena M Sorro ( 2010 :1) language is an important part of how human communicate with each other. It is no small thing! Through language, we learn how to “ means things “ and how to share all of those meanings with other. From the definition above, it is clear that human can not live alone because people need the other people in social life and communication.

According to Jack. C. R and Richard S ( 2002 : 283 ), a language is the system of human communication which consist of the structured arrangement of sound ( of their writer presentation ) into larger units, e.g. morphems, words, sentences, utterances. From the definition above, it means clear that the language is a communication tool and to establish a language composed of a series that has the smallest unit of meaning, then generating a series of words and word produces a



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

sentence would then generate utterances. Definition of language observed the British Cultural Critic Raymond Williams which is stated by B. Kumaradivelu( 2006 : 3 ), language is always, implicitly or explicitly, a definition of human beings in the world. From the definition above, that means it can penetrate every aspect of language human experiences, creates and reflect the image of that experience.

A language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail in the following questions. Those terms, are a system, signs, vocal, conventional, human, and communicate; JhonAlgeo( 2005 : 2 ). From the definition above, it is clear that language has a system, language has a regular character, patterned, have meaning and function. Systematic means also that the language was structured according to a pattern, not randomly arranged. Therefore, as a system language is also systemic. Systemic meaning of that language is not a single system but also consists of sub – systems or system subordinate. Here may be mentioned subsystems, among others, subsystems phonological, morphological, subsystem, syntactic subsystems, semantic subsystems. So as a system the language serves to sort out the study of morphology, phonology, syntax, and semantics. Language also has a sign to form a better language, linguistics is the smallest sign of morphemes. Language as vocal, it means language produces sound, conventional in language, this means that all of these people comply with the convention that the symbol of a particular language is used to represent, for example “ cat “ which has been conventionally used as a symbol of a quadruped that can meow sound. Language



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

as human, means that human beings are born naturally from that on purpose, because human beings are created with the ability to speak well. Language as communication, it is clear that human nature can not live alone., people need communication with other human, humans are also in every act is inseparable from language.

According to Elly Van Gelderen( 2006 : 1 ), language is a fundamental human faculty used for creative expression, face to face communication, scientific inquiry and many other purposes. From the definition above, we conclude that in addition to language used to express something, communicate, language is also used for scientific investigation that the investigation is going well. While in Indonesia, language has become the compulsory subject, which is though from elementary school up to university. It is also through in any non formal education institution.

According to Nguyen Lai ( 1993 ) which is stated by Phan Le Ha ( 2008 : 27), language is not only included in the definition of culture but it also influences culture through multiple levels of complexity. From the definition above, it is clear that the language in addition to cultural influence, is also influenced by various levels of complexity, for example the act of thinking that can create artistic works. He also argues that language formation is a multifaceted premise for culture formation and development and culture in turn enables language development. From the definition above, it is clear that the language of culture can also develop the language, for example through the performing art.

Vereschagin and Kostomarov which is stated by Phan Le Ha ( 2008 : 27 ), that language is a real mirror of a national culture. From the definition above, that a





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

language is closely associated with culture as with the introduction of our culture in other countries, it will automatically introduce our language. But according to Nguyen Duc Dan ( 1993 ) which is stated by Phan Le Ha ( 2008 : 27 ), notes that language is social and a nation's culture vision is reflected in its language. From the definition above, it is clear that the language of national identity because there is a mission culture in a language that reveals the identity of a nation.

According to H. Douglas Brown ( 2007 : 6 ), a consolidation of a number of possible definition yields the following composite definition.

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community and culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way, language and language learning both have universal characteristics.

From the definition above, can be concluded that the language is systematic and universal communication tool, which has a symbol, vocals and influenced the culture and language is obtained in various ways.

Talking about language of course there are many language in the world because almost every country has its own native language. The famous existing



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

language in the world are English, Arabic, French, German, Chinese, but English is considered to be the most important language because it has been regarded as an international language. It is clear that almost all of countries in the world study English and the common purpose it is treated for the sake of communication. Inevitably the population of English speaker larger than any other language in the world. So in case of Indonesia the position of English is considered to be important condition of the learner that have to be taken.

English is an international language and it used by millions people all over the world. English is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking, and listening are need to a greater or lesser degree in every other school subject and for adult life, taken from Andrew Goodwyn and Jane Branson ( 2005 : 1 ), from the definition above, shows the importance of learning English to life in the future. According to David Crystal ( 2003 : 1 ), English is the global language. From the definition above, it means that English is used in most of the countries as a means of global communication whether in politics, economy, science, technology, culture and education. The existence of language since the beginning of human life has been developing continuously conforming to human social culture.

Learning English means to learn all parts of English, such as listening, speaking, reading and writing. All those skills can not be separated from one another. So the students should be able to achieve them. But in fact, many students do not like towards the lesson of English, they feel that the lesson of English is one of the



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumunkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

difficult lesson and one of the difficulties is in reading. One of the student difficulties in reading is that they do not understand the word meaning. Consequently, they do not comprehend the content of the text. They read and they can not get anything because reading is one of the skill which must be achieved by the students.

According to W.S Gray which is stated by M.F. Patel and Praveen M. Jain ( 2008 : 114 ), reading form experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields. From the definition above, means reading process sharing experiences with author in writing made by the author. According to Frank Smith ( 2004 : 179 ), reading is extracting information from print. From the definition above, it means reading is essential to increase knowledge. One of the students difficulties in reading is that they do not understand the word meaning. Consequently, they do not comprehend the content of the text they read and they can not get anything because reading is one of the skill which must be achieved by the students.

From time to time teachers are often faced by new method or theory as the result of newest finding, which is regarded as more effective appropriate and much better than the other one, because English is still considered as difficult subject especially in reading. The teacher is hoped to be able to organize teaching and learning activities. They have to give the right method to achieve the expected result of reading skill.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

According to Lucy Pollard ( 2008 : 19 ), grammar translation method is the method consists of studying written texts, translating them into the students own language and carrying out a study grammar. From the definition above, it means grammar translation method is a method that translates the text from the first language to second language. But According to L. Sauveur 1826 – 1907 ( 1986 : 9 ), Sauveur in direct method argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action. From the definition above, it is clear direct method is a method without translation. The basic premise of the direct method is that a second language should be taught by making a direct connection in the mind of the learner between what he thinks and what he says. In other words, no use is made of the learner's own language. Thus, the target language, becomes both the aim and the means of the teaching and learning process, taken from Maya Pencheva and TodorShopov( 2003 : 35 ). From the definition above, it means teaching a second language in directly without first combining language. Based on the problem above, the writer is interested in research a comparative study of the students achievement on reading comprehension between using grammar translation method and direct method at the third grade of MTsN 2 Cirebon.

The assumption of this research is starting from the case that the students achievement on reading comprehension through grammar translation method. To illustrate achievement in learning reading comprehension through the direct method.



## B. The Identification of The Problem

The problem in this research is classified into the following sections:

### 1. The approach of the research

The research approach of this thesis is quantitative research. It means that the obtainer in particular from of correction should be measured and interpreted by means of statistic analysis.

### 2. The kinds of the problem

The kinds of the problem of this thesis is method of teaching ( the grammar translation method and direct method ).

### 3. The main problem

The main problem of the research is to know a comparative study of the students achievement on reading comprehension by taught the writer through the grammar translation method is  $x_1$  variable, to illustrate the students achievement in learning reading comprehension taught by the English teacher of MTsN 2 Cirebon through the direct method is  $x_2$  variable.

## C. The Limitation of The Problem

To avoid the problem from misunderstanding and misinterpreting , the writer to limit the problem as follows:

### 1. The students achievement in learning reading comprehension by using grammar translation method ( $x_1$ variable ).





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

2. The students achievement in learning reading comprehension by using the direct method (  $x_2$  variable ).
3. Analyzing the data in order to find out whether there are any positive and significance comparisons or not between the two variables above.

#### **D. The Question of The Research**

The questions of the research which must be described by the writer are based on the limitation of the problem above. They are as follows:

1. How far is students achievement in learning reading comprehension by using grammar translation method?
2. How far is students achievement in learning reading comprehension by using direct method?
3. Are there any positive and significance comparison or not between the students achievement in reading comprehension by using grammar translation method and direct method?

#### **E. The Aims of The Problem**

In accordance with those real problems above, the aims of this research in this thesis as follows:

1. To find out the data about the students achievement in learning reading comprehension by using grammar translation method.
2. To find out the data about the students achievement in learning reading comprehension by using direct method.



3. To find out the comparative of the students achievement in reading comprehension by using grammar translation method and direct method.

## **F. The Advantages of The Research**

The benefits of this research are practical benefits that are divided into three categories, namely the benefits for schools, benefits for teacher and benefits for students:

1. Advantages for school :
  - a. School level curriculum development, meaning that the teacher knows the students' ability to read in English then the teachers have to implement the curriculum in practical terms.
  - b. Foster an academic culture in the school, so as to create a proactive stance in improving the quality of education and continuous learning.
2. Advantages for teacher :
  - a. Helps teachers generate knowledge that is authentic and relevant to their classroom to improve the quality of learning in the short term.
  - b. Provide an overview to the teacher about the problems that occur during the learning takes place and the motivation of teachers to fix.
3. Advantages for students :
  - a. Can provide a variety of learning experiences and interesting, active, efficient, effective, and creative through interesting methods.
  - b. Motivated learning so as to improve learning outcomes for the lesson learned.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## BIBLIOGRAPHY

- Algeo, J. *The Origins and Development of The English Language*. Australia : Wadsworth. 2005
- Brown, H. *Principles of language learning and Teaching*. New York : Pearson Education. 2007
- Cohen, L. Manion, L. & Morrison. *Research Methods in Education*. London :RoutledgeFalmer. 2000
- Crystal, D. *English As A Global Language*. New York : Cambridge University Press. 2003
- Gelderen, V. E. *A History of The English Language*. Amsterdam : John Benjamin Publishing Company. 2006
- Goodwyn, A. & Branson, J. *Teaching English*. New York :Routledge. 2005
- Ha, L. P. *Teaching English as an International Language*. Toronto: Multilingual Press. 2008
- Harmer, J. *The Practice of English Language Teaching*. New York : Longman. 1986
- Howitt, D. & Cramer, D. *First Steps in Research and Statistics*. London :Routledge. 2000
- Kothari, C.R. *Research Methodology*. India : New Age International. 2004
- Krashen, S. *Principles and Practices in Second Language Acquisition*. California :Pergamon Press. 2009
- Kumaradivelu, B. *Understanding Language Teaching From Method to Post Method*. London : Lawrence Erlbaum Associates. 2006



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Lyons, J. *Language and Linguistics an Introduction*. New York : Cambridge University Press. 1981

Norland, D. L. & Said, T. P. *A Kaleidoscope of Models and Strategies For Teaching To Speakers Language*. London : Teacher Ideas Press. 2006

Patel, M.F & Jain, P. M. *English Language Teaching*. Jaipur : Sunrise. 2008

Pentcheva, M & Shopov, T. *Whole Language, Whole Pearson : A Handbook of Language Teaching Methodology*. Viseu : Passegem Press. 2003

Richards, J. C & Rodgers, T. S. *Approaches and Methods in Language Teaching*. New York : Cambridge University Press. 1986

Richards, J. C & Schmidt, R. *Longman Dictionary of Language Teaching and Applied Linguistics*. London : Pearson Education. 2002

Smith, F. *Understanding Reading*. London: Lawrence Erlbraum Associates. 2004

Sorro, M. T. , Miller, D. L & Lems, K. *Teaching Reading to English Language Learners*. New York: The Guilford Press. 2010

Tharenou, P. , Donohue, R & Cooper, B. *Management Research Method*. New York : Cambridge University Press. 2007

Tight, M. *Researching Higher Education*. England : Open University Press. 2003

Sudjono, A. *Pengantar Statistik Pendidikan*. Jakarta : Rajawali Press. 2009

Yulius, Oscar. *Kompas IT Kreatif SPSS 18*. Yogyakarta : Panser Pustaka. 2010