

ISSN : 2085-5079

J U R N A L
TURATS

KAJIAN ILMU PENDIDIKAN BAHASA DAN PERADABAN

Volume 10 No. 1 September 2018

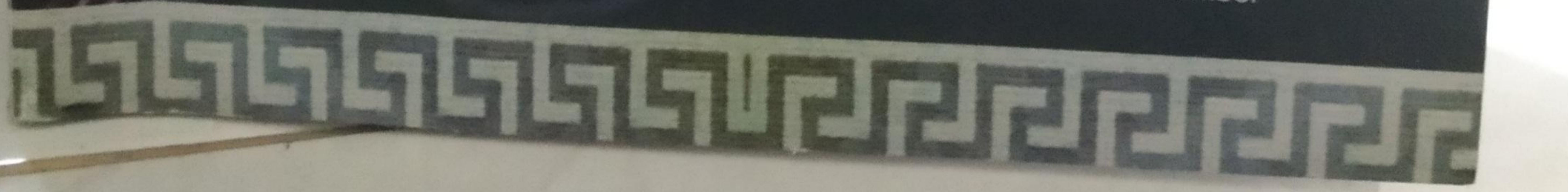
The Implementation of Speed Reading
In Improving Reading Comprehension Ability
Aminulloh

Analisis Fenomena Sociolinguistik Pada Peristiwa Tutur Direktif
Dalam Ceramah Agama Kh. Anwar Zahid Dari Bojonegoro
Evi Muzaiyidah Bukhori

النظرية السلوكية واكتساب اللغة الأم
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Students' Outside-of-Class Activities: The Importance of Authentic
Language Exposure In Improving Language Skill
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Diterbitkan Oleh:
Prodi Pendidikan Bahasa Arab (PBA)
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember



ISSN: 2085-5079

TURATS

Volume 10 September 2018

Volume 10 September 2018

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Jurnal TURATS ini diterbitkan oleh Program Studi Pendidikan Bahasa Arab (PBA) FTIK IAIN Jember sebagai media informasi dan diskursus kajian ilmu pendidikan bahasa dan peradaban yang diterbitkan setia bulan September dan ini merupakan terbitan dengan Volume 10 September 2018

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THE ROLE OF ENGLISH LECTURERS IN DEVELOPING STUDENTS' ATTITUDE AND ENGLISH SPEAKING SKILL OF ENGLISH DEPARTMENT STUDENTS AT IAIN JEMBER

Suparwoto Sapto Wahono
Post Graduated of Malang Islamic University

Abstrak

Sikap merupakan pandangan, tanggapan seseorang terhadap sesuatu yang berupa pendapat atau perasaan dengan melibatkan postur tubuh baik secara sadar atau tidak saat berinteraksi dengan orang lain. Dalam interaksi tersebut, bahasa yang berfungsi sebagai alat berkomunikasi, maka keterampilan berbicara memiliki peran yang penting. Dosen bahasa Inggris memiliki kontribusi yang berharga dalam mengembangkan sikap dan keterampilan bahasa. Penelitian ini bertujuan untuk mendiskripsikan peran dosen bahasa Inggris dalam mengembangkan sikap dan keterampilan bahasa Inggris mahasiswa program sudi bahasa Inggris IAIN Jember.

Kata Kunci: *English Lecture, Attitude, Speaking, Skill*

INTRODUCTION

English department is one of new study programs at IAIN Jember. It is controlled by Education and Teacher's Training Faculty. Because of its green age, this program has been trying to make a tradition which is able to fasten the students' language development. It is because that the students have different language background. They are from Java, Madura and some others are from Thailand. It is believed that the background of first or second language students will influence the process of language acquisition especially English language as a foreign language.

One of traditions or ways to unify the vision that the students have a good English competence is creating environment based English. It is known as "English area". It refers to a place where students or language users interact with English. It aims to make students' habit of communicating with others in English language.

It is obvious that to conduct it is not easy. That is why; it needs all the people or participants especially the lecturers to interact others with English. In this way the students get stimulation to practice their English daily. It is hoped that they also use English anywhere with their community.

To succeed the vision, the language users should have attitude. Attitude is ones capability and mental readiness to react toward a condition or event faced by someone. Meanwhile Attitude is defined as the tendency of individuals to evaluate a thing in terms of having a positive or negative impact¹. In this case the individuals have frame of thinking or mindset to give value whether the thing has good or bad effect.

Speaking is one of language skills which is a prove someone understand English. It becomes main indicator as a result of English learning process. One thinks that the successfulness of English learners is the ability to speak English although it is not an only indicator.

This research investigated the role of English lecturers toward the existence of English Area of English Department Students and the students' attitude, English speaking skill toward the existence of English Area of English Department Students at IAIN Jember.

THEORETICAL FRAMEWORK

Attitude is as the individual's response to a matter and this response is governed by his/her inner desire. To explain this in other words, the attitude of an individual towards a thing affects, to a certain degree, on his/her behavior or response towards it².

Attitude is personal view of something: an opinion or general feeling about something, bodily posture: a physical posture, either conscious or

¹ Ajzen, I. (2011). *Attitudes, personality and behavior* (2nd edn). Maidenhead, Berkshire: Open University Press.

² Albarracin, D., M. Zanna, B. Johnson & G. Kumkale. (2005). *Attitudes: Introduction and scope*. In D. Albarracin, B. Johnson & M. Zanna (eds.), *The handbook of attitudes*. Mahwah, NJ: Lawrence Erlbaum, 3-20.

unconscious, especially while interacting with others³. Sutton (1998) explained the relationship between attitude and human behavior. According to him, these theories are the most popular because they are simple to understand, easy to operate and accurate in predicting human behavior, however; the three main theories of which are identified by Zint (2002) as: (1) the theory of reasoned action, (2) the theory of planned behavior, (3) the theory of trying⁴. The following lines provide a critical review of these three main theories.

According to Ajzen and Fishbein (2002), the theory of reasoned action posits that individuals' response to a thing is totally directed by their desire or tendency to perform that thing. For example, if educators have the bound to have a more positive attitude towards inclusive education, this means that they are vice versa.

Nevertheless, this theory is put into question for being limited to predicting only the behavior that can volitionally and voluntarily be controlled by individuals⁵. The theory of reasoned action is followed by the theory of planned behavior in which individuals' attitude or response towards an act is partially, but not totally, dependent on individuals' desire or tendency to perform that act⁶. He goes on to say that individuals' response to an act is closely connected with their beliefs towards that act. For example, if educators believe in the effectiveness of inclusive education in enhancing learning outcome, it is an indicator that they tend to have a more positive attitude towards inclusive education and vice versa.

Lastly, the theory of trying is an expansion of the theory of planned behavior, in which individuals' response to a behavior depends heavily on individuals' evaluation of the outcome in terms of advantages and disadvantages (benefits and risks) of the outcome. For example, if educators

³ Microsoft® Encarta® 2007. © 1993-2006 Microsoft Corporation. All rights reserved.

⁴ Zint, M. (2002). Comparing three attitude-behavior theories for predicting science teachers'

intentions. *Journal of Research in Science Teaching*, 39.9, 819-844.

⁵ Cooper, J., W. D. Crano & J. P. Forgas. (2010). *The psychology of attitudes and attitude change*. Hoboken: Taylor & Francis

⁶ Ajzen, I. (2011). *Attitudes, personality and behavior* (2nd edn). Maidenhead, Berkshire: Open University Press.

think that the inclusion policy is useful to achieve the intended objectives and desired outcomes, this means that they tend to have a more positive attitude towards the inclusion policy and vice versa⁷.

The learner's attitudes and motivations might be influenced by the social, political and linguistic context of the classroom and the wider society⁸. This statement is obvious that society has important role to develop the learner's attitude. He or she gets any kind of experience to determine his or her life widely.

In planning goals and objectives for an educational program, the particular area or aspect of learning an objective or set of objectives is designed to address. Three general domains of objectives are often distinguished⁹.

1. Cognitive domain: objectives which have as their purpose the development of students' intellectual abilities and skills
2. Affective domain: objectives which have as their purpose the development of students' attitudes, feelings and values
3. Psychomotor domain: objectives which have as their purpose the development of students' motor and co-ordination abilities and skills.

Bloom's taxonomy consists of 6 levels, ranging from knowledge (which focuses on reproduction of facts) to evaluation (which represents higher level thinking)¹⁰. The six levels in Bloom's taxonomy are knowledge; remembering, memorizing, recognizing, recalling, comprehension; Interpreting, translating from one medium to another, describing in one's own words, application; Problem-solving, applying information to produce some result, analysis ; Subdividing something to show how it is put together, finding the underlying structure of a communication, identifying motives, synthesis; Creating a unique, original product that may be in verbal form or may be a physical object, Evaluation; Making value decisions about issues, resolving controversies or differences of opinion

Affective domain is material is based on everything which pertain to

⁷ Zint, M.

⁸ Abdel Halim Sykes. 2015. *The Good Language Learner Revisited: A Case Study*. Journal of Language Teaching and Research, Vol. 6, No. 4, pp. 713-720, July 2015.

⁹ Jack C. Richards and Richard Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education Limited. p.183

¹⁰ *ibid.* p. 59

emotion such as appreciation, value, feeling, courage, willing and attitude on thing. In this domain can be categorized by Receiving/Attending, responding, valuing, organizing and characterizing. Receiving/Attending refer to ability in paying attention and responding accurate stimulation. It also shows attention or appreciation to someone else. This level is the lowest learning result as listening ones opinion.

Responding is characterized when the students involved and interested in a material. It refers to students' competence in taking apart a learning actively and they always have motivation to react and make decision e.g. they take apart in discussion by giving opinion. Valuing refers to the importance of value or self unity of something such as receiving, rejecting, stating positive or negative thing and expressing it in their behavior. Organizing is unify the different value and attitude to make the students more consistent, figure his/ her value system and solve conflict among of them. It also harmonizes different values. Characterizing refers to one's characters and life power. Those will be reflected on the behavior which related to individual, social, and emotional.

Mostly behavior is also known as affective, cognitive and psychomotor. Affective behavior values the learners' attitudes and feelings. Cognitive behavior involves the learner in, remembering, thinking process, evaluating and problem solving. Psychomotor behaviors are those involving the learner, in some kind of muscular activity (Bloom, 1956)¹¹.

Factors influence the students' language learning

Motivation in second language learning can broadly be defined in terms of three factors: (1) instrumental motivation, the communicative needs of the learner; (2) integrative motivation, the attitude the learner has towards the people and culture of the target language; and (3) intrinsic motivation, the interest the learner has in the learning process and the degree of success achieved¹².

Instrumental motivation is related to the purpose of language

¹¹ Ahmad Nouri. 2015. *The Relationship between Iranian EFL Teachers' Behavior and Academic Achievement of High School Students*. Journal of Language Teaching and Research, Vol. 6, No. 3, pp. 574-580, May 2015

¹² Abdel Halim Sykes. 2015. p. 714

learning. The second language might be studied to pass an examination or to get a certain kind of job (Cook, 2013)¹³. In many second language learning contexts, for example EFL in mainstream schools, instrumental motivation would appear to be the major factor determining success. In such settings, learners are motivated by the need to achieve specific personal or educational goals rather than the desire to learn and use a second language. Moreover, when the learner's only reason for learning the second language is external pressure, attitude towards language learning might be negative and instrumental motivation minimal¹⁴.

In contrast, integrative motivation is related to the degree to which the learner identifies with the people and culture associated with the second language being learnt. The learner who identifies positively with native speakers of the target language, who uses the second language in a wide range of situations, or who seeks to realize professional ambitions, will recognize the communicative value of the second language and will be motivated to become proficient in it¹⁵. Therefore, when integrative motivation is high, the learner will seek situations to obtain further practice¹⁶.

Intrinsic motivation is related to "the arousal and maintenance of curiosity and can ebb and flow" (Ellis, 1997, p.76). Factors such as the particular interests of the learner and the extent to which he or she feels involved in the learning process, affect levels of intrinsic motivation. In this case, the primary source of motivation is inherent interest in learning, and the degree of pleasure and satisfaction obtained from the learning situation. However, research suggests a circular cause and effect relationships between intrinsic motivation and success in second language learning. It is argued that the learner who enjoys learning and improves language skills

¹³ Cook, V. (2013). *Second language learning and language teaching* (4th edit.). Abingdon: Routledge.

¹⁴ Lightbrown, P.M., & Spada, N. (2006). *How language are learned* (3rd edit.). Oxford: Oxford University Press.

¹⁵ *ibid*

¹⁶ Gardner, R.C. (1985). *Social psychology and second language learning*. London: Edward Arnold.

experiences reward and is encouraged to try harder¹⁷. Conversely, the learner who does not enjoy learning and who shows little or no improvement is discouraged by the lack of success. Therefore, "motivation would be a consequence rather than a cause of success"¹⁸.

Speaking

Speaking is the ability to pronounce the articulation sounds or words to express thoughts, ideas, and feelings. As an extension of these limits, it can be said that speaking is a system of signs that can be heard and visible which utilizes muscle tissue of the human body for the purpose and goal of the ideas that combined¹⁹. It means that speaking is an activity or literary activity. Speaking is a second language skill after listening. Someone can say the articulation of sounds after he or she listens to the sounds of language²⁰.

Speaking is a common mean of communication within the community. There are no communities wherever they live, who have no language. Whatever the form of language is, every community must have language as a communication tool. Even there are among us who can imagine writing while listening to a discussion about the language, but the language is actually the speech or utterance. The basic concept of speaking as the means of communicating consists of nine things²¹. They are:

- (1) Speaking and listening are two reciprocal activities.
- (2) Speaking is an individual process in communicating,
- (3) Speaking is a creative expression,
- (4) Speaking is behavior,
- (5) Speaking is learned behavior,
- (6) The wealth of experience influences speaking,
- (7) Speaking is a means in smoothing the horizon.
- (8) Linguistic ability and the environment are closely related.

¹⁷ Lightbrown, P.M., & Spada, N. (2006).

¹⁸ Skehan, P. (1989). Individual differences in second language learning. London: Edward Arnold.

¹⁹ Tarigan, Henry Guntur. (1983). Berbicara Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa. P. 15.

²⁰ Nurgiantoro, Burhan. (2001). Penilaian Pengajaran Bahasa dan Sastra (3 rd ed.). Yogyakarta: BPFE. p. 276

²¹ Logan, Lilian M. et al. (1972). Creative Communication: Teaching the Language Arts. Toronto: McGraw Hill Ltd.

(9) Speaking is personal emission

Speaking and listening are complementary and contributed to oral communication such as talks, discussions, question and answer, interview, etc²². In the communication, the people exchange their experience, express and receive thoughts, feelings, and also agree with the establishment or beliefs. Speaker and listener are integrated with reciprocal activity. They can change the role spontaneously, easily, and smoothly, from the speaker to be a listener and vice versa.

The Purpose of Speaking

The main goal of speaking is to communicate in order to convey thoughts, ideas, feelings, and expectation effectively. The speakers should understand the meaning of what they want to communicate. They should be able to evaluate the effect of their communication to the listener. In addition, speaking can be utilized to control themselves whether they already have the ability to pronounce sounds precisely, to reveal the facts spontaneously, and to apply norms of the correct language automatically²³.

The Types of Speaking

There are many kinds of speaking. They are instructive, persuasive, and recreative²⁴. The instructive speaking aims at telling something. The persuasive speaking is encouraging, reassuring and acting. The recreative speaking aims at entertaining. These types of speaking require a different reaction from the listeners. Persuasive speaking wants the reaction from the audience to get inspiration or to stimulate emotional, rapprochement of opinion, intellectuals, beliefs, and to get a specific action from the listeners. The instructive speaking requires reactions from listeners in the form of a proper sense. Meanwhile, the recreative speaking requires a reaction from listeners in the form of interest and excitement.

²² Saddhono, Kundharu & St. Y. Slamet. (2012). Meningkatkan Keterampilan Berbahasa Indonesia: Teori dan Aplikasi. Bandung:

²³ Ibid

²⁴ Keraf, Gorys. (1980). Komposisi: Sebuah Pengantar Kemahiran Berbahasa. Ende: Nusa Indah.. p 189

Research Methodology

Suparwoto Sapto Wahono

This research was field research. The research was not only conducted in the classroom but also out of classroom. It used qualitative approach because this research gave detailed descriptions and explanations of the phenomenon studied rather than providing and analyzing statistics.

Data resources in this research were English lecturers and English department students. Meanwhile, the data collecting method were interview, and observation. Then the technique of data analyzing were collecting data, reducing data, displaying data, and clarifying data. To get the validity, the researcher used source and technique triangulation.

Result and Discussion

No	Variables	Result
1	The role of English lecturer	<ol style="list-style-type: none">1. The lecturers act as the motivators in learning speaking process. They give encouragement or support to develop the students' potential.2. The lecturers act as models. They stimulate to increase the students' speaking skill. They start the communication speaking English3. The lecturers act as facilitators. They have created an atmosphere of English learning activities which are in harmony with the development of the students. They also clarify the main discussion when the students need it.4. The teachers act as the mediator. They mediate in the discussion activities. They arrange the classroom with background of communication, and communicative activities.
2	The students' attitude	<ol style="list-style-type: none">1. The students take apart in conversation whether in the classroom or not actively. The students in learning speaking skills serve as the giver and the receiver. They are not only

		<p>as listeners, but also have been able to convey ideas.</p> <ol style="list-style-type: none"> 2. They responded the lecturers' speech. 3. Most students receive, state, and expressing in a good way. Students act as negotiators that all involved in the process of teaching and learning can glow activities and procedures that are studied as a whole in the group 4. The students solve problem among of them when they have different idea.
3	The students' English speaking skill	<ol style="list-style-type: none"> 1. The students respond the lectures speech. The language depended on the lectures. If the lecturers talk with L1 or L2, the students respond in the same way. 2. The students Interaction in the process of teaching and learning take place. Interactions between teachers and students, between students and other students create a very good negotiation. 3. The students express their idea, opinion, suggestion, and alternative solution in English so that their needs, interests, and abilities in speaking skill are fulfilled.

The result of the research on point one shows that English Language teachers have to encourage their students to interact in class by asking for clarification when they do not understand certain instructions. Students' barrier can be overcome by cooperation between lecturers and students. As Hongmei stated that by reminding the students of noticing the communication obstacles and providing enough repetitions of knowledge about language, the teacher and students can collaborate well to realize the teaching aim through classroom interaction". Classroom interaction is very important as it helps the students to use the language they are being taught and also enables the teacher to see if the students are grasping what is being

taught. This is supported by Walsh (2006: 130) who claims that Possessing Classroom Interactional Competence becomes one essential language capability for a lecturer who is teaching English as a foreign or second language. NUL English language lecturers should use reflective and exploratory teaching as good ways to build the knowledge on English for classroom interaction. They should make the students aware of the vital information they are passing across in each lesson and allow enough time for questions from the students²⁵.

The lecturers should request the students to present material or information in speaking what they understood in it, and also what they did not understand. The student's information can be used as a starting point for the subsequent lesson. This will not only enable lecturers of English to have control of the class, but will also serve as a motivating factor to the students. Learning a second language requires an ability to overcome a fear of saying the wrong thing. Students are afraid to speak because they do not want to commit mistakes. As a result they are often speechless even when they have something to say. To make speaking much easier for students, the lecturers should make the classroom a comfortable setting. This is because once the students feel threatened or intimidated, they will resort to silence. The correction of students' errors should therefore be done cautiously, so as not to scare them from speaking. Lecturers should be innovative and creative enough to come up with solutions on how to teach these skills.

CONCLUSION

- Based on the result of the research it can be that concluded that
1. The role of English lecturers in developing students' attitude is as model or example, stimulator to encourage or support, increase, and develop students become interested in or excited about something activity especially in learning and teaching process.
 2. The role of English lecturers in developing students' English speaking skill is the lecturers act as the motivators in learning speaking process. They give encouragement or support to develop the students' potential.

²⁵ Beatrice Ekanjume-Ilongo. 2015. The Teaching of English as a Second Language: The Case of the National University of Lesotho (NUL). *Journal of Language Teaching and Research*, Vol. 6, No. 6, pp. 1157-1164, November 2015. p.124

The lecturers act as models. They stimulate to increase the students' speaking skill. They start the communication speaking English. The lecturers act as facilitators. They have created an atmosphere of English learning activities which are in harmony with the development of the students. They also clarify the main discussion when the students need it. The teachers act as the mediator. They mediate in the discussion activities. They arrange the classroom with background of communication, and communicative activities.

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