

IDENTIFYING THE STUDENTS' NEEDS IN TEACHING SPEAKING TO THE MIDDLE SCHOOL STUDENTS IN PINRANG INDONESIA

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ABSTRACT

English is one of the subjects that learner must be follow in Indonesia, such as in play group, elementary school, junior high school, senior high school even in a collage. It will have a long time for the students learn this subject. It still does not work as we hope, the student reason that their lack of speaking coming from the media of teaching, ascribes from the teaching strategy, and the material. it is found at Pondok Pesantren Darul Ulum Ath Thahiriyah Paladang Pinrang(2018), the teacher found that there are 95% students' classification speaking is poor, and 5% fair in this school. Although the government and the expert had been put a big attention in this subject but a problem still occurring until today, therefore the researcher decided to involve a learning strategy on this paper, the researcher will analyze the students' need to find out the problems, that can helps the students' and teacher to be solve it It will analyze and formulate by long step and recur, besides it will be supporting by several sources such as the students, alumnus and the teacher, this research question is what are the students of SMPN 1 problems in teaching learning english ?The researcher had been applied apply a mixed method, quantitative and descriptive approaches. There are two instruments used, Interview and questioners. The finding is the teacher's interview said that students have a lack pay attention in learning this subject, it causes by the teacher strategy that unsuitable with the students' needs, it supports by some suggestion of the alumni, and students' expectation that they want to more variant in speaking activity. The students rarely hope to cover this because of it is the international language, several hope it can help to take a scholarship, some of them said

because they want to abroad and speak with the native speaker, and most of them hope it can help their dream, their ambition, the researcher also has given four choices of media, these are a picture, video, song, and story, there are 8 students choose the story, 10 students choose the picture, 36 students choose song and 36 also choose video. The students' lack occurring by the teaching learning process that unsuitable with them, they have lot of hopes in teaching learning as EFL Learner including students high expect to the activities in learning process are dominated by answer the question, students expect that they could participating in a conversation of English daily, they expect high to communicate with a native speaker, and of students expect to participating in class discussion using English to ask or answer question

Keywords: Students' needs, Teaching Speaking, EFL Learners

Introduction

English is the only one foreign language that chosen as the language that students must be follow, as an English Foreign Language Learner government even put on law paper, the government has issued laws the republic of Indonesia number two (2), year 1989, of national education system, which is following number 28 year 1990 article 14 of government regulation on human resource development involving English subject in the curriculum.

The reality of the day English still having problems that make students' difficult to acquire even the subject had a big attention from government, one of the data found that 95% students' classification speaking is poor, and 5% fair at Pondok Pesantren Darul Ulum Ath Thahiriyah Paladang Pinrang, SuartiSunusi (2018). Another found that students' Mean score is 46,3 (poor category) at SMP Negeri 1 Pinrang by the writer, it is an unexpected because the Kriteria Ketuntasan Minimal of English subject is 75, a long distance from good. These problems should be investigated to find a way, to empowering the student motivation and skill as an EFL Learner.

Based on the data there are 11% students' chose the reasons that they are having low speaking because the media of teaching, 74% ascribes by the teaching strategy, and 15% ascribes those are from the material. One of the effective ways to solve the problems is a need analysis, need analysis is defined by Grapes as Need to be understood as something that teachers can see and do as part of teaching (Hedgcook and Ferris, 2009:118), need analysis help to find out the students' want, their lack, and what is the necessity of students.

We could put it as they are an English Foreign Language Learner that has lack of speaking skill, but they should be acquire it, and by need analysis we can find out a way to solve this. It is empowering by Arita Destianingsih and Ari Satria (2017) need analysis plays an important role in second language or foreign language learning classes, through needs analysis teachers, learners, teaching materials, teaching procedures all make harmonious relationship that enhance learner learning. It is a trust way to solve problems above, it is suitable to find out information around the students' and fix the way that students' lack.

Literature Review

a.Needs Analysis

Need analysis is defined by Suad (2015) said that a need analysis is related to the notional functional approach with the purpose to achieve the following goals, to understand the main notion while communication to able to use language as a functional issue while requesting, telling, describing, enumerating. It is terms of necessities, wants, and lack. The necessities are determined as what the learner has to (Hutchinson & Waters, 1990: 55), Lack is the level position of student's competence or skill that unable with the passing grade. meanwhile Hutchinson, Waters and Breen state that the gap between target proficiency and existing proficiency of the learners can be referred to the learners' lacks (Hutchinson and Waters 1990: 56), Nation and Macalister (2010) elaborate related to student's wants or subjective needs in terms of what do the learners wish to learn, their hopes. the researcher will able to find out the goals, what are the students' have to, what are their necessities, what are the students' feeling comfortable learning,

something that could upgrade their happiness in learning, that could help students solve their difficult in learning, to achieve a good value, It is a specific way to find out amazing step.

b. Teaching Speaking at Indonesian Middle Schools

Teaching speaking is one of the most important proficiency that the students' needs to acquire in academic learning, it is because they do not only teach about listening, reading or writing, but also teach speaking. When around the people and communicate with others, it helps them to speak, to express lots of things, such as ideas, opinion, and also feeling. It is one way to share everything.

Byrne (1997:1) states that the classroom is a convenient place for imparting information and for developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. It means a teacher function not only about share knowledge, teach them well and develop as long as a teacher can, make it understandable and it helps our students to fun English and require it well.

In Indonesia we have a gradual education, such as play group, elementary school, middle school, senior high school, and college. Teaching speaking at Indonesian middle school should be based on standard of competence and basic competency as stated in the standard of graduate competency (Standar Kompetensi Lulusan). Mulyasa (2008: 109) asserts that related to the school-based curriculum, National Education Department has prepared standard of competence and basic competency for every subject, which is used as a guide for the teachers in developing the school-based curriculum in every school.

The goal of teaching English at Indonesian middle school are to develop communicative competence in spoken and written language to reach functional literacy, generate awareness about the nature and importance of English to improve nation's competitiveness in global society and develop students'

understanding about the relationship between language and culture (Hartoyo, 2011:75-76).

c. EFL Learners in Indonesia

Foreign language learning may be determined by regulations that respond to two orientations: Top-down and bottom-up (Shohamy, 2006). The first one is formulated by external agents who decide what language should be adopted, used, taught, learned, and evaluated (Canagarajah, 2006a). The second one explores the social, cultural, and political reality of the local community attempting to account for its needs and interests (Baker, 2006; Phillipson, 2006). EFL is one of the famous teaching foreign language including in Indonesia.

EFL is an acronym of English as a foreign language, EFL is regarded as English as a Foreign Language (Peng 2019) EFL means learning English in non-English-speaking countries (Shu Dingfang 1994), Yoko Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Indonesian people who learn English in their country are EFL learners), The need for English proficiency is growing higher than ever in Indonesia, as in other countries such as Japan (Adachi, 2015), Malaysia (Ting, Marzuki, Chuah, Misieng, & Jerome, Employers' Views on The Importance of English Proficiency and Communication Skill for Employability in Malaysia, 2017), and the United States (Fenoll, 2018). It is on the same line as Indonesia put English as the only one foreign language that included in national examination, the students also must learn this subject beginning in elementary school, junior high school, senior high school, even in a college.

3. Methodology

This research working for helps and support teaching speaking skill at Middle School, for students of SMP Negeri 1 Pinrang, the researcher had conducted a need analysis, the researcher had been applied a research design by mixed method, quantitative and descriptive approaches.

3.1 The subject

The subject of this research are the students of SMP Negeri 1 Pinrang, the researcher took three classes randomly, the total number is 90 students. Another subject is an English teacher of the second semester at this school, and 10 alumni of SMP Negeri 1 Pinrang randomly.

3.2 Instruments

To collect the data in need analysis the researcher used interview and questionnaire.

3.2.1 Interviews

a) Teacher

This interview sheet used to collect students' information from their teacher, person as the key on learning process, the researcher will ask many questions around the students.

b) Alumni

This Interview is another key, it was using to get many information from the alumnus of SMP Negeri 1 Pinrang, around their learning experiences, their value, their lack, even their suggestion and their expectation on learning teaching English in future.

3.2.2. Questionnaires

There was one questionnaire on this study, it is a questionnaire for need analysis, it was using to find a basic knowledge around them, to find the root of the problems by the students' side.

3.3 Data Analysis Procedures

To analyze the data, the researcher used two types analysis, these are quantitative and descriptive analysis, quantitative will analyze the questionnaire, next from the data it also analysis by using descriptive, it used to explain

interview result of teacher and alumnus. In order to get a relevant and valid data, the procedures of data analysis in this research are

3.3.1 Teacher's Interview

The researcher did ask and discuss with the English teacher of SMP Negeri 1 Pinrang to find basic information and or knowledge around in learning process, it helped the researcher to find the English teacher perception and or something that unexpected by her side, it could be bring out into view the students' difficult or lack.

3.3.2 Questioner

After discussing with the teacher, the next step is questioner section, it used to get students' information or their hidden things by their perception, such their hopes on teaching learning this subject

3.3.3 Interview of the alumnus

To empowering the result of this paper the researcher will find some information or learning experiences of the ex-students of this school, and ask for some suggestions, it is important to build an innovative way by the experiences itself.

4 Results

On this section the writer will focus on what the researcher got from the instrument, the results will be discussing in two big points, these are the Results of the interview and the result of the Questionnaire.

4.1 Result of the interviews

4.1.1 Interviewing Teachers

On Saturday 8th March 2019 the researcher started to asked several questions to the teacher, she has been teaching this subject for three years ago, and the condition of her class and her students is good.

4.1.1.1 Activity

the activity of teaching learning this subject is based on the learning goal, which one is to make the students speaking English well, but the students still lack of vocabularies and students rarely to use English as the foreign learners.

4.1.1.2 Media

Media is one of the urgent pieces in teaching learning process, the teacher said that the media her uses sometimes is a copy and textbooks.

4.1.1.3 Teaching Technique

based on the teacher information the students speaking skill is on average, for teaching her using discovery approach and combines languages between Indonesia and English to deliver it.

4.1.2 Interviewing Students

this found taken from the students, it is involving their basic information, task, activity, and etc. On this section there are three classes taken based on the suggestion of the English teacher, these are 8.4, 8.5, and 8.6, there 39 males and 51 females, there are 53 students on 13 years old and 37 students on 14 years old.

4.1.2.1 Activity

Activity in teaching learning this subject as the foreign learner the students rarely use English as the main language, it most of Indonesia, English is rarely to use even when the teaching learning on process. The students hope the process of teaching learning English could be variant activities, they have a big dream to cover this language for their future, they could take scholarship in overseas, to connect the other people around the world, and etc.

4.1.2.2 Media

Media is holding a big rule in teaching learning process, the research asked to the students around it, I put four choices that could be boosting their motivation to learn this subject, these are Media based on picture, video, story and song. The result is 8 students choose the Media of story, 10 students wish learn by media of picture, for using the song media there are 36 hope it, and the last is 36 students choose the video as the Media on teaching learning process English.

4.1.2.3 Interest

it is the key to make them enhance their spirit in teaching learning process of English subject, the fact of the study is there are 9 students is not interesting to learn this subject, their reason is English is hard, sometimes it makes them confusing to learn, and it is difficult to speak as the English foreign learner. The rest of 81 students is interesting to learn English because it fun, important to cover this language, they want too abroad, and etc.

4.1.3 Interviewing Alumni

This interview is taken from the ex-students of SMPN 1 Pinrang, it will be contributed from their suggestion and expectation based on their experiences in this school, 10 alumni had finished their study, and finished their study in the different year.

The first alumnus is a female that had finished her study in 2010, she said that learning process of speaking dominated by speaking and listening, besides she also said that the activity in learning also dominated by answer questions by using LKS or sheet activity of students and writing and reading, she seldom done activity in daily conversation, she never had spoken with a native, and she rarely did discussion such answer and ask a question In learning process, she hopes that she can remember more about this subject, and her suggestion is the boredom of learning process can erase.

The second alumnus is a female that had finished her study in 2007, she said that the activity in learning process dominated by listening, they heard their teacher, besides the learning process also dominated by answer questions. About speaking, she seldom participates in English daily conversation, she had never spoken with a native speaker, and she had lack participate in classroom discussion using English when ask or answer the question. Her expect is students can speak English well, and her suggestion is using this foreign language must be more intensive.

A third alumnus is a man that finished his study in 2007, he said that the activity in learning process dominated by listening, they just focus on the whiteboard while teacher explaining, besides the learning process also dominated by answer questions. He had seldom participation in English daily conversation, he had never spoken with a native speaker, and he had rarely participated in classroom discussion using English when ask or answer the question. His expect is the student can learn this subject with fun, and his suggestion is we must make this language our habit.

The fourth alumnus is a female that had finished her study in 2010, she said that learning process of speaking dominated by speaking and listening, besides she also said that the activity in learning also dominated by answer questions, and writing by using LKS or sheet activity of students, she seldom done activity in daily conversation, she never had spoken with a native, and she sometimes discussion in learning English for asking or answer the question in learning activity, the hope that students can remember more about this lesson, and her suggestion is adding a new way of teaching this subject.

The fifth alumnus is a male that finished his study in 2015, he said that the activity in learning process dominated by listening and speaking, they often focus on the whiteboard while teacher explaining, besides the learning process also dominated by answer questions. He had sometimes participation in English daily conversation, he had never spoken with a native speaker, and sometimes had participation in classroom discussion using English when ask or answer the

question. His expect is the student can learn this subject with fun and interest, and her suggestion is a teacher need to use a good method.

The sixth alumnus coming from a male that had finished his study in 2008, he thought that the activity in learning process dominated by listening when his era, teacher explain the material then give a task, besides the learning process also dominated by answer questions. He had never participated in English daily conversation, he had never spoken with a native speaker, and he had seldom participated in classroom discussion using English. His expect this subject can learn interestingly, and his suggestion is teacher need to make a good way of teaching.

The seventh alumnus is a female that had done her study in 2007, she said that the learning process and activity using practice listening and speaking was rarely, the learning process by answer questions was seldom, and she said that the activity in learning process dominated by writing and reading. for the next statements she said that it was rare to use this language in conversation, he had never spoken with a native speaker, she had lack participated in a discussion of learning process even just for ask or answer a question, she had never discussed in English. She hopes that it will use a practice method in future, and her suggestion is it will better if in learning process need more learn about vocabularies with more speaking and conversation practice in the classroom (each time of this subject).

The eighth alumnus is a female that had finished her study in 2017, she said that the activity in learning process did not dominate by speaking and listening practice, but the activity in learning process dominated by answer questions, and dominated also by writing and reading activity, she did not do conversation in daily life using this language, she also did not speak with a native speaker and or discuss in the classroom use English, then she also did not ask or answer a question in discussion of this subject. She hopes is this subject will often do group discuss in English in learning it, and her suggestion is teaching English will better if it dominates by speaking and listening practices.

The ninth alumnus is a female that had finished her study in 2009, her first statements are the activity in the learning process of English did not dominate by speaking and listening, but it dominated by answer questions, writing, and a reading activity. She also said that she lacks participate in daily conversation use this language, and she had never spoken with a native speaker, she also said that seldom use this language in discussion or for an answer or ask a question in this language. She hopes that the next learning activity can be dominated by speaking material.

The tenth alumnus is a female that had finished her study in 2015, based on her experience she said that the activity in learning process did not dominate by speaking and listening practice, but the activity in learning process dominated by answer questions and dominated also by writing and reading activity, she did not do conversation in daily life using English, she also never has speak with a native speaker and or discuss in the classroom use English, then she also did not ask or answer a question in discussion of this subject. She hopes is this subject will do more group discussion, and her suggestion is teaching English will better if more speaking practices.

4.2 The result of the questionnaires

On this questionnaire there five statements that will be choose by the 90 students, it is including the level frequency, competence level, and the expectations level. The 5 statements will be value by each level, how far the statement working will be asses by the students, the students thought and valued their self, put it on each level and category, and make it sure where their level on competence, their put their level by their self, the data will be concluded by the biggest number, the statements following:

4.2.1 The activities in learning process are dominated by speaking and listening practice.

For the result of level frequency, the students choose zero (0) for never category, six (6) for seldom category, 18 for always category, 24 for usually and 43 sometimes category, the conclusion is sometimes the activities in the learning process are dominated by speaking and listening practice.

For the result of level competence, the data is 4 students choose very good, 6 students choose bad and very bad categories, 19 students thought it statement on good categories, and the biggest point got by average category, it concluded that the activities in learning process are dominated by speaking and listening practice on average level competence. the students value itself; they thought their level competence is average in activities of learning process that dominated by speaking and listening practice.

The result of students Expectation is 6 students choose NO, it means there are 6 students disagree with the activities in learning process are dominated by speaking and listening practice, but the rest of them 84 students said yes, they are agreeing with the statement above, the data conclusion is the students expect that the activities in learning process are dominated by speaking and listening practice.

4.2.2 the activities in the learning process are dominated by answer the question.

The student's evaluation about the statement above put their level frequency on 0 for never category, 5 seldom category, 18 always, 24 usually do, and 43 sometimes, the activities in the leaning process that dominated by answer the question.

The level competency result is the students put the statement above on 4 students choose very good, bad and very bad choose by 6 students, 19 though

on good level, and 55 students choose on average level, it is concluding that their level competency in the learning process are dominated by answer the question is average.

Students' expectation on the activities in that learning process dominated by answer question are 10 students choose NO, and 80 students choose YES, the writer concluding that students high expect to the activities in learning process are dominated by answer the question.

4.2.3 participating in a conversation of English daily.

The student has different choose each other, based on them choose there are 0 student never do the statement above, 10 students do always the statement, 20 students though they are on seldom frequency, and 38 choose that they do statement in sometimes. The data conclusion is sometimes their participating in a conversation of English daily. The figure of level competency showing that the students choose 0 very good level, very bad and good has 7 value both, 30 on bad level, and 44 choose average level, most of the students judge their level on average. The result of the expectation figure showing that there are 7 students choose NO, and 83 students choose yes, lot of students expect that they could participating in a conversation of English daily.

4.2.4 communicating with the native speaker in English.

The statement above based on the student's experience is 0 for always and usually, 6 students do sometimes, 18 students on seldom, ad 66 students do never, lot of students do never communication with a native speaker in English. The students evaluating their level competency of the statement is 0 in very good level, 2 students though on good level, very bad level there are 7 students, and 62 students though their level on bad, more than a half students think that their level is bad on communicating with a native speaker. The figure of expectation is there are 8 students choose NO, to expect the

statement above, and 82 students said YES, they expect high to communicate with a native speaker.

4.2.5 Participating in class discussion using English to ask or answer a question.

The students have a different choice and level, and they put their level by their self, for the statement above there is one student choose always, 2 students choose usually, 10 students do sometimes, 22 students is choose seldom, and 55 students choose never, most of them never participating in class discussion using English. The students judging their level competence are 0 for very good level, 2 students choose in good level, 7 students though their level on very bad, 30 students choose average, and 51 students choose their level on bad, more than a half of students has a bad level on participating in class discussion using English. The figure of students' expectation according to the students' chose is 55 students choose NO, and 85 students choose YES, lot of students expect to participating in class discussion using English to ask or answer question.

Discussion

Need analysis (NA) is defined by Graves as needs to be understood as something that teachers can see and do as part of teaching (Hedgcock and Ferris. 2009:118) Need analysis is a way to open another gate that could be recover a problem, it could be the way as you wish, and the writer by using need analyse founds beginning by taken from an interview and questionnaire, by the interview the researcher found that she has been teaching this subject for three years ago, and the condition of her class and her students is good. teaching learning this subject is based on the learning goal, which one is to make the students speaking English well, but the students still lack of vocabularies and students rarely to use English as the foreign learners. the teacher said that the media her uses sometimes is a copy and textbooks, the students speaking skill is on average, for teaching her

using discovery approach and combines languages between Indonesia and English to deliver it.

Another interview taken by the student, there are three classes taken based on the suggestion of the English teacher, these are 8.4, 8.5, and 8.6, there 39 males and 51 females, there are 53 students on 13 years old and 37 students on 14 years old. Activity in teaching learning this subject as the foreign learner the students rarely use English as the main language, it most of Indonesia, English is rarely to use even when the teaching learning on process. The students hope the process of teaching learning English could be variant activities, they have a big dream to cover this language for their future, they could take scholarship in overseas, to connect the other people around the world, and etc. Media is holding a big rule in teaching learning process, 8 students choose the Media of story, 10 students wish learn by media of picture, for using the song media there are 36 hope it, and the last is 36 students choose the video as the Media on teaching learning process English.

To make them enhance their spirit in teaching learning process of English subject, the fact of the study is there are 9 students is not interesting to learn this subject, their reason is English is hard, sometimes it makes them confusing to learn, and it is difficult to speak as the English foreign learner. The rest of 81 students is interesting to learn English because it fun, important to cover this language, they want to abroad, and etc. it is also providing by several alumni said that

learning process of speaking dominated by speaking and listening, besides she also said that the activity in learning also dominated by answer questions by using LKS or sheet activity of students and writing and reading, she seldom done activity in daily conversation, she never had spoken with a native, and she rarely did discussion such answer and ask a question In learning process,

she hopes that she can remember more about this subject, and her suggestion is the boredom of learning process can erase.

By questionnaire, there five statements that had chosen by the 90 students, it is including the level frequency, competence level, and the expectations level. The 5 statements will be value by each level, how far the statement working will be asses by the students, the students thought and valued their self, put it on each level and category, and make it sure where their level on competence, their put their level by their self, the concluding of the results are the students expect that the activities in learning process are dominated by speaking and listening practice, students high expect to the activities in learning process are dominated by answer the question, students expect that they could participating in a conversation of English daily, they expect high to communicate with a native speaker, and of students expect to participating in class discussion using English to ask or answer question. Those all the need analysis result, it could be help to solve the problem, and built it to be real as the way of students hope above. Another found before taken from Arita and Ari 2017 under title "a study on students' need analysis on web based English learning materialmaterial", they said need analysis plays an important role in second language or foreign language learning classes, it is important because through need analysis teachers, learners, teaching materials, teaching procedure all make a harmonious relationship that enhance learner's learning. Tje research results indicated that the students that in the beginner levellevel, that wanted to have various learning topics in learning English using website such as the topic related to dialy life, science and technology and about teenagers life.

Conclusion

The students hope teaching this speaking is variant, rarely hope they want to cover this because of it is the international language, several hope it can help to

take a scholarship, some of them said because they want to abroad and speak with the native speaker, and most of them hope it can help their dream, their ambition, the researcher also has given four choices of media, these are a picture, video, song, and story, there are 8 students choose the story, 10 students choose the picture, 36 students choose song and 36 also choose video. The students' lack occurring by the teaching learning process that unsuitable with them, they have lot of hopes in teaching learning as EFL Learner including students high expect to the activities in learning process are dominated by answer the question, students expect that they could participating in a conversation of English daily, they expect high to communicate with a native speaker, and of students expect to participating in class discussion using English to ask or answer question. These all the need analysis result that could be open another gate to teaching and learning English well.

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