



AL-HIKMAH

Jurnal Pendidikan Islam

e-ISSN: 3063-2579

Vol. 01, No. 02, Juli-Desember (2024)



ISSN 3063-2579



Teaching Reading by Using Direct Method at The Second Grade of Madrasah Aliyah Al-Khairiyah Pontang-Serang

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Abstract:

This research is an attempt to get the valid description of the influence of teaching reading by using direct method on the students' achievement. The findings resulted from this study are expected to be of some value that might provide information or at least it can be a comparative matter for those who are interested in the problem concerned. The hypothesis of this research is Teaching Reading by Using Direct Method is better than teaching reading without using direct method. The result of the computation indicates that observed 't' is 1,979 and table 't' with 0,05 as the level of significance at degree of freedom = 60 is 1,671. From the result of the computation above, it can be concluded that the teaching of reading by using direct method has rally some great role and the used of it really in fluences the students' achievement at Madrasah Aliyah Al-Khairiyah Pontang.

Keywords: Teaching, Reading, Direct Method, Education, Madrasah Aliyah Al-Khairiyah Pontang Serang

A. INTRODUCTION

Language is an important means for human life because it is always used wherever they are. It is very essential in their life for language is a medium for communication.¹ When people communicate between one another, they used language. Language is also a key for many things. It is obvious then that language is something needed in people's daily life. Clearly, it is impossible for people to learn something or communicate with other people without using a language.² Concerning the importance of language, Ronald Wardhaugh, states that "Language is a system of arbitrary vocal symbols used for human communication".³ Here he has the same opinion about language that it is used by human being for the purpose of communication.

There are many languages in the world, because almost every nation in every country has their own language. Among these languages, there are some languages that are used for international communication, for instance, English, French, German and Dutch. In relation to this, English is the most important one, because it has more speakers than any other languages in the world.⁴ English is regarded as an international language since it is used in various international forums such as in the United Nations Organization and other world conferences. It is also an important language to learn. As a result, many countries all over the world learn English to fulfill the international communication needs. We can see many scientific books, magazines and other international printed materials concerning education, politics, culture, economy, technology and so on, are written in English.⁵

¹ Apriyanto, "Language as a Communication Tool in Human Life," *Fox Justi: Journal Ilmu Hukum* 10, no. 2 (2022): 45–54.

² Ibrahim Abuarqou, "Language Barriers to Effective Communication," *Utopía y Praxis Latinoamericana* 24, no. 6 (2019): 64–77.

³ Ronald Wardhaugh, *An Introduction to Sociolinguistics* (United Kingdom: Blackwell Publishing, 2006), 319, <https://doi.org/10.4324/9780367821852>.

⁴ David Crystal, *English as a Global Language*, 2 ed. (New York: Cambridge University Press, 2003), 1–5, <https://doi.org/10.1007/978-1-137-32505-1>.

⁵ Parupalli Sriniv Rao, "The Role of English as a Global Language," *Research Journal of English (RJOE)* 4, no. 1 (2019): 65–79.

Related to this, the writer certainly agrees that English has a very important role both as a means of international communication and as a tool to widen the knowledge. It can also be used to promote friendship among nations throughout the world. Likewise in Indonesia it is increasingly important to learn.

English is considered as one of the foreign language which is more importantly taught in Indonesia.⁶ It is learned and included in the curriculum as one of the compulsory subjects that should be taught from the first year of junior high school up to university level both at public and private schools. Learning English as a foreign language means that learning it is not used for any National purposes, but used for international purposes.⁷ So, the main purpose of teaching English is to generate the ability of learners to communicate with other people coming from overseas or to use English in each skill. In this regard.⁸ Taken from Nani et.al, The influence of teaching suggests that teachers should: 1) Teach pupils to understand what they read. 2) Teach pupils to hear and understand the spoken language 3) Teach pupils to speak the language and 4) Teach pupils to write it.⁹

The suggestion indicates that there are four skills that should be achieved as learning goals. They are listening, speaking, reading and writing. From these statements, we know that reading is one of the language skills that should be achieved by the learners through the process of teaching and learning. Therefore, it is teacher's duty to create any situation in which learners

⁶ Gali Alrajafi, "The Use of English in Indonesia: Status and Influence," *SIGEH ELT: Journal of Literature and Linguistics* 1, no. 1 (2021): 1–10, <https://doi.org/10.36269/sigeh.v1i1.355>.

⁷ Rizki Novia Darma dan Hesty Widiastuty, "The Importance of Learning English at School," *Landmark: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2023): 23–59, <https://doi.org/10.55210/interling.v2i2.1793>.

⁸ Roi Boy Jon et al., "The Challenges of English Language Teaching in Indonesia," *International Journal of English and Applied Linguistics (IJEAL)* 1, no. 3 (2021): 158–68, <https://doi.org/10.47709/ijeal.v1i3.1157>.

⁹ Nani Nani dan Evinna Cinda Hendriana, "Analisis Kesulitan Belajar Siswa Pada Pembelajaran bahasa Indonesia di Kelas V SDN 12 Singkawang," *Journal of Educational Review and Research* 2, no. 1 (2019): 55–62, <https://doi.org/10.26737/jerr.v2i1.1853>.

can reach the goals specially mastering reading. One thing that teacher can do to make conducive situation is to find proper method of teaching.

In this case, Wilkins (1976) suggests *"The one remaining important variable in the learning situation is the teacher himself. His skill and his personality are instrumental in creating the condition for learning. His skill is dependent on two factors, his own proficiency in the language and knowledge of and expertise in the method and techniques of language teaching.* It is obvious that the teacher has an important role in the process of teaching and learning language, because, his duty is not only to transmit lesson to students but also to develop their language skills. For this reason, English teachers are of course demanded to find their best method for teaching the language.¹⁰

English teacher uses the direct method in teaching reading in order to fulfill the demand of the curriculum 1984 that uses communicative approach. The teacher is sure that by using direct method we can reach the goal of teaching and learning reading. However it still needs further investigation to ensure the effectiveness of using the direct method in teaching reading.

In relation to the background above, the writer is interested in seeing closely at Madrasah Aliyah Al-Khairiyah Pontang-Serang to find the results of teaching process concerning reading by using direct method. For this purpose the writer would like to write his investigation under the title : Teaching Reading by Using Direct Method at the Second Grade of Madrasah Aliyah Al-Khairiyah Pontang.

In this research the writer would like to propose hypothesis as tentative replies that will be proved in term of its truth. According to Winarno Surahmat, hypothesis is an assumption that has more possibilities to be a correct answer. In this hypothesis the writer is going to say: The better the use of Direct Method in the process of teaching and learning English (English reading text) at the second grade of Madrasah Aliyah Al-Khairiyah Pontang Serang the better the result will be because the students' achievement of basic English reading will be good.¹¹

¹⁰ Gery D'yedewalle, "Age-Related Interference of Intervening Activities in A Prospective Memory Task," *Psychologica Belgica* 35, no. 3 (1995): 189–203.

¹¹ Winarno Surachmad, *Pengantar Metodologi Ilmiah* (Bandung: Transito, 1970), 99.

B. METHOD

To get the data in this research the writer carries out the steps of research as follow :

1. Determining Method of Research

To describe the problem that the writer investigates he uses the descriptive method. It is a proper method to describe the real condition of the problem investigated. In this case, Surahmat (1980 : 139) states that descriptive method is directed to analyse a current problem.

2. Determining Techniques of Research.

After determining the method of research, the writer determines techniques of research to get the data needed as follows :

- a. By observation techniques, the writer has directly observed the condition of Madrasah Aliyah Al-Khairiyah Pontang. By this technique he hopes that he can get a general picture of the school.
- b. Interview, this technique is also used to get the data needed. In this case the writer has interviewed the English teachers and the headmaster to get the data related to the implementation of teaching reading by using direct method.
- c. Library research is used to get some theories from some experts related to problem that the writer investigates. This technique is important to apply, because by this technique the writer can find some theories to confirm with his ideas.
- d. Questionnaire, To obtain the complete data the writer has used the questionnaire. He has written some questions, then the respondents will answer them. This technique is meant to collect directly some authentic data in relation to the habit of learning English from the students of Madrasah Aliyah Al-Khairiyah Pontang-Serang.
- e. Achievement Test, This technique is also important, by this technique the writer can get the data of students' reading achievement. In line with this, the writer would like to test them by giving them some reading

English texts and the students are asked to answer the questions given in the texts. The score for excellent judgement is at interval of 80 – 100, the good one is of 70 – 79, the sufficient, one is of 60 – 69, the less one is of 50 – 59 and bad one is of 0 – 49.

3. Population

It has explained that the object of this investigation is the students of Madrasah Aliyah Al-Khairiyah Pontang. To make this investigation easy to do, the writer has taken only the students of the second grade of Madrasah Aliyah Al-Khairiyah Pontang as a population.

4. Sample

Sample means a group selected from a larger population with the aim of yielding information about this population as a whole (Patrick MSC. Miller 1983 : 99, taken from Isgentino, teaching basic English : 9). In this regard, the writer takes 80 percent of the total of the population. E.g. 80 students as the sample. This number comprises two groups, that is to say the control group 40 students and the experimental group 40 students

C. RESULT AND DISCUSSION

1. The General Description of Madrasah Aliyah Al-Khairiyah Pontang Kabupaten Serang

In this chapter the writer would like to describe the condition of Madrasah Aliyah Al-Khairiyah Pontang in general. It is gained from the result of observation, interview and study of documentation. The condition of the school can be seen in its history as follow”The idea of founding Madrasah Aliyah Al-Khairiyah came from three educationists they are :

1. M. Supri Marjuk, who was graduate of PGAN Serang
2. Drs. M.A. Jazimi, who was graduate of IAIN Bandung and
3. M.Ja’far Rozak, BA. Who was graduate of IAIN Serang.

Firstly they wanted to establish a school to help the orphans and people in general. In addition, they were eager to put the idea into practice on what they have learned from their campus. Before this school was joined with

Islamic Education of Al-Khairiyah Pontang, its name was PGA (Pendidikan Guru Agama) Pontang. In the year 1980 this school was joined with the Islamic Education of Al-Khairiyah Pontang, and its name is changed to become Madrasah Aliyah Al-Khairiyah Pontang.

Islamic Education of Al-Khairiyah Pontang consists of three levels, Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). The Institution was led by K.H. Zuhri and M.A. Busthomi, as assistant. They established the management of Madrasah Aliyah (MA) Al-Khairiyah, with M. Supri Marjuk as a headmaster, Drs. M.A. Jazimi as a vice headmaster, Dra. Ummi Kultsum as the curriculum section, A. Dahlan as the treasurer, M. Mulyadi as the chief of administration and Udin Sanahudin as the student affairs. Drs, M.A. Ahlami and M.A. Muhaimin Syah as the teacher of BP.

Madrasah Aliyah Al-Khairiyah is a private school. Madrasah Aliyah Al-Khairiyah is the same as general high school (SMU). Based on the letter of decision of Kanwil Depag Prop. Jabar No. W.i/HK.008/347/1989 tanggal 08 Nopember 1989. It has given Charter of Madrasah Aliyah to Madrasah Aliyah Al-Khairiyah with the number : 03/10/03/01/89. That was founded in 1080 by Perguruan Islam Al-Khairiyah Institution. And nowadays it has been acknowledged for its status “ DIAKUI “ based on accreditation letter of Kanwil Depag. Direktorat Jenderal Pembinaan Kelembagaan Agama Islam, No: 104/EIVaoun/PP.03.2/I/1992. Tgl. 18 Nopember 1992. That was given to: Marasah Aliyah Al-Khairiyah, No. Statistik: 03/10/06/10/03. As executor of Institution Perguruan Islam Al-Khairiyah.

Madrasah Aliyah Al-Khairiyah is located on Jln. K.TB. Hasyim No. 1 Desa Pontang Kabupaten Serang. It is founded on the area 3.455 M² used for building 2.823 M², and the green area is 632 M². It is a strategic location, because it can easily be reached by the students and teachers from all directions. And it is also far from crowd. Every institution has an organization structure. The structure of the organization shows that the organization is managed well and by responsible persons. Likewise Madrasah Aliyah Al_khairiyah also has the structure of organization as shown below:

Table 3.1 The Organization Structure Of Madrasah Aliyah Al-Khairiyah
Pontang

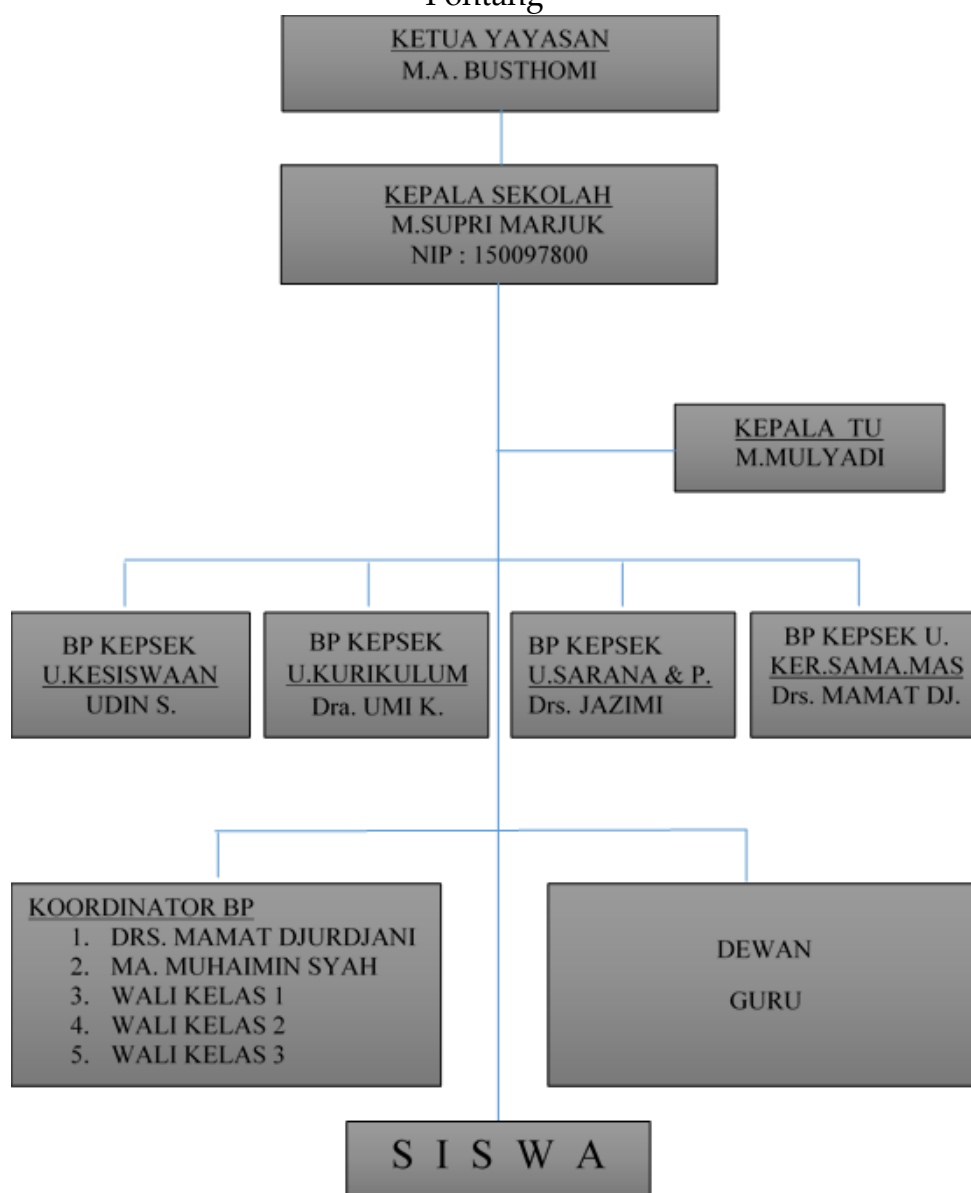


Table 3.2 The Teachers Of Madrasah Aliyah Al-Khairiyah

NO.	NAME	PRESENT POSITION	GRADUATE OF
1	M. Supri Marjuk	Head Master	PGAN Serang
2	Drs.M.A. Jazimi.	Vice Head Master	IAIN Bandung
3	Dr. M.A. Mamat Djurjani	Teacher	IAIN Serang
4	Drs. Tomtomi HS	Teacher	IAIN Serang
5	Drs. Juju Jauhari	Teacher	IAIN Bandung
6	Drs. M.Busro	Teacher	IAIB Serang
7	Drs. Sutisna	Teacher	IAIB Serang
8	Dra. Tuti Sulastri	Teacher	IAIN Jakarta
9	Dra. Umi Kultsum	Teacher	IAIN Jakarta
10	Drs. H.Cecep	Teacher	IAIN Jakarta
11	Drs. Junaidi HS	Teacher	IAIN Serang
12	Hasbi Halim	Teacher	PGAN Serang
13	M.Ja'far Rozak, B.A	Teacher	IAIN Serang
14	Tamtowi, B.A	Teacher	IAIN Serang
15	Sutarya	Teacher	D3 IKIP Bandung
16	M.A. Muhaimin Syah	Teacher	PGAN Serang
17	E. Norvi Sikumbang	Teacher	SMAN Sawah Lunto
18	A.Dahlan	Teacher	SMEAN Serang
19	Asiyah Marfu'	Teacher	SMEAN Serang
20	Udin Sanahudin	Teacher	MAN Serang
21	Ichwal's Alawi	Teacher	MAN Serang
22	M. Saimun	Teacher	SMEAN Serang
23	Hariri Syarib	Teacher	PGAN Serang
24	M. Mulyadi	Teacher	PGAN Serang
25	M.S. Rafiudin	Teacher	MAN Serang
26	Subhan Hambali	Teacher	SPGN Serang
27	A.Halir AS	Teacher	MAN Serang

28	Muhyidin	Teacher	MAN Serang
29	Hifni Halim	Teacher	KMI Gontor

Table 3.3 The Number Of Students Of Madrasah Aliyah Al-Khairiyah Pontang

NO.	GRADE	MALE	FEMALE	NUMBER
1	I	28	19	47
2	II	26	17	43
3	III	22	19	41
Total				131

Table 3.3 The Facilities Of Madrasah Aliyah Al-Khairiyah Pontang

NO	FACILITIES	NUMBER
1	The room for head master	1 room
2	The room for teacher	1 room
3	The room for administration	1 room
4	The classroom	3 rooms
5	The library	1 room
6	The cooperation room	1 room
7	Musholla/the room of pray	1 room
8	The meeting hall	1 gedung
9	The waiting room	1 room
10	The room of student	1 room
11	The facilities for sport are	completely available

From the data of the condition of Madrasah Aliyah Al-Khairiyah in general, the writer can give comment that the condition the school is good enough for the process of teaching and learning.

2. Implementation of Direct Method in Teaching Learning Process at Madrasah Aliyah Al-Khariyah Pontang

To get the data about the implementation of teaching reading by using Direct Method in teaching learning process at the second grade of Madrasah Aliyah Al-khairiyah Pontang. Madrasah Aliyah Al-Khairiyah has used the English curriculum 1985. Besida intra curricular, this curriculum also has its co-curricular activities in the process of teaching and learning. Here the teacher emphasizes to ferform co-curricular activities by giving home-works and assigments. These can be learning dialogue by heart, reading book, drilling and memorization aimed at strengthening the students learning attainment in the class.

Learning English in the classroom takes four hour periods in a week, which means that the students have learning obligation of 160 minutes (a period = 40 minutes). While the co-curricular takes a halp of it. For intance, the students have four periods. Eighty (= 80 minutes) are allocated for English assigments. In other words, each student has 240 minutes (160 + 80 minutes) for learning English a week.

Some ways to carry out this co-curricular are explained below. Firstly, whe in the time to begins, the teacher examines the students homework. Secondly, She/he asks the students to exchane their home-works and the teacher begins discussing them by explaining or putting the key of questions on the blackboard. Thirdly, after the students finish examining their feers' works, the texts are collected and given to the teacher for signature of mark.

3. The students ability in Reading by Using Direct Method at the second grade of Madrasah Aliyah Al-Khairiyah Pontang, Serang.

In this section, the writer would like to present the data on the reading ability of students at the second grade of Madrasah Aliyah Al-Khairiyah Pontang. The data are gained after he has given the test to the students as a sampling. In this activity the writer used sampling procedure. Because S.N. Nasution in Method Research that: "Tidak ada ketentuan atau aturan yang tegas tentang jumlah sampel yang dipersyaratkan untuk suatu penelitian

dari populasi yang tersedia” Beside the statement above, the writer used the total number students of the second grade that is 80 students. In this research the writer collects the data in the form of the result of post test scores of both the experimental and the control group. The data will be needed to know whether teaching reading by direct method is better than teaching reading without it. The data are taken from the result of post test given after explaining the lesson to the students.

The activity began with the teaching reading by using direct method to experimental group, then at the end of the lesson they were given the post test. Similarly, he also did the same thing to the control group but without using the direct method. These post test scores are then compared to know whether the two means are significant.

Analyzing the data was begun by listening the raw scores of both the experimental group and the control group. Then finds out the mean of two groups. The difference of the number of mean between the two groups hasn't indicated the result of the research. It is later indicated by testing the significance of the co-efficient correlation by using "t test" with the formula as follow :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S(\bar{X}_1 - \bar{X}_2)}$$

After the value of accounted 't' is obtained, it is then compared with the value of table 't' at the degree of freedom $(N_1 + N_2) - 2$ and at given level of significance. The value is considered significance if accounted 't' is greater than table 't' at given degree of freedom and the level of significance. This computation is essentially used to test the hypothesis of the research. If it is significance, we can conclude that difference of means is really caused by the treatment which is intentionally given to the experimental group.

The writer has found out the result of post test scores of both the experimental and control group and the computation of the data as follow :

Experimental Group

Control Group

No	(X)	X-X	(X-X) ₂		No	(X)	X-X	(X-X) ₂
1	80	3,75	14,0625		1	75	5,13	26,3169
2	65	-11,25	126,5625		2	75	5,13	26,3169
3	80	3,75	14,0625		3	75	5,13	26,3169
4	75	-1,25	1,5625		4	90	20,13	405,2169
5	95	18,75	351,5625		5	80	10,13	102,6169
6	55	-21,25	451,5625		6	75	5,13	26,3169
7	90	13,75	189,0625		7	50	-19,87	394,8169
8	95	18,75	351,5625		8	70	0,13	0,0169
9	85	8,75	76,5625		9	60	-9,87	97,4169
10	95	18,75	351,5625		10	75	5,13	26,3169
11	95	18,75	351,5625		11	85	14,13	228,9169
12	75	-1,25	1,5625		12	80	10,13	102,6169
13	75	-1,25	1,5625		13	60	-9,87	97,4169
14	50	-26,25	689,0625		14	45	-24,87	618,5169
15	65	-11,25	126,5625		15	65	-4,87	23,7169
16	90	13,75	189,0625		16	50	-18,87	394,8169

17	55	-21,25	451,5625		17	75	5,13	26,3169
18	100	23,75	564,0625		18	60	-9,87	97,4169
19	85	8,75	76,5625		19	75	5,13	26,3169
20	85	8,75	76,5625		20	50	-19,87	394,8169
21	60	-16,25	264,0625		21	100	30,13	907,8169
22	55	-21,25	451,5625		22	55	-14,87	221,1169
23	70	-6,25	39,0625		23	70	0,13	0,0169
24	75	-1,25	1,5625		24	55	14,87	2211169
25	65	-11,25	126,5625		25	65	-4,87	23,7169
26	55	-21,25	451,5625		26	75	5,13	26,3169
27	75	-1,25	1,5625		27	85	15,13	228,9169
28	55	-21,25	1,5625		28	75	5,13	26,3169
29	85	8,75	76,5625		29	60	9,87	97,4169
30	75	-1,25	1,5625		30	85	15,13	228,9169
31	100	23,25	564,0625		31	50	-19,87	394,8169
32	95	18,75	351,5625		32	80	10,13	102,6169
33	50	-26,25	689,0625		33	75	5,13	26,3169
34	90	13,75	189,0625		34	90	20,13	405,2169
35	90	13,75	189,0625		35	50	-19,87	394,8169

36	75	-1,25	1,5625		36	80	10,13	102,6169
37	65	-11,25	126,5625		37	55	-14,87	221,1169
38	90	13,75	189,0625		38	85	15,13	228,9169
39	75	-1,25	1,5625		39	80	10,13	102,6169
40	60	-16,25	264,0625		40	55	-14,87	221,1169

$$\sum x = 3050$$

$$7324,376$$

$$N = 40$$

$$X = \frac{3050}{40}$$

$$40$$

$$X = 76,25$$

Note : x = Raw Scores.

-

X = Mean.

$$\sum = 8887,5$$

$$\sum x = 2795$$

$$\sum =$$

$$N = 40$$

$$x = 2795$$

$$x = 69,87$$

The coputation of the standard Deviation of the two groups is as follow :

Experimental Group :

$$S D = \frac{8887,5}{N - 1}$$

$$N - 1$$

$$= \frac{8887,5}{39}$$

$$39$$

$$= 227,8846$$

$$= 15,0958$$

Control Group :

$$S D = \frac{7324,376}{N - 1}$$

$$N - 1$$

$$= \frac{7324,376}{39}$$

$$39$$

$$= 187,80451$$

$$= 13,704178$$

D. CONCLUSION

In this chapter, the writer will put forward some conclusions related to the hypothesis proposed in chapter I and the result of computation aimed at the testing the hypothesis in the chapter III. The conclusions are as follow :

The hypothesis of this research is Teaching Reading by Using Direct Method is better than teaching reading without using direct method. The result of the computation indicates that observed 't' is 1,979 and table 't' with 0,05 as the level of significance at degree of freedom = 60 is 1,671. From the result of the computation above, it can be concluded that the teaching of reading by using direct method has rally some great role and the used of it really in fluences the students' achievement at Madrasah Aliyah Al-Khairiyah pontang.

Based on the result of his research, he can prove the great significance of direct method in making the teaching and learning situation particularly the teaching of reading better. It means that the teaching of reading by using direct method is needed in teaching and learning activity in the classroom. It will help a teacher explain a lesson clearly and communicatively. The lesson will be able to attract the students' attention to the lesson. In this way, the students will understand the concepts given by the teacher easily without misinterpretation.

Having studied the role of teaching reading by using direct method in teaching English on the students' achievement, the writer wishes to propose some suggestions as follows: A teacher should try to use the direct method in explaining the lesson to the students. He/she should not only know it theoritically but he should also try to use it. The use of it will avoid verbalism. Although this research is only on using direct method in teaching reading at Madrasah Aliyah Al-Khairiyah Pontang Serang, he is sure that the

outcomes of this research will have an external validity. They will be able to be used in other topics a part from the reading. Therefore, a teacher should try to use the direct method in teaching other language skills he or she explains so that the lesson will be clearer and easier to study. The writer thinks that theb students will get a better achievement in whatever subject or topic that a teacher has explained. For the coming researchers who are interested in this problem, the witer suggests they choose other topics, other grades and probably other schools which are hoped to ascertain the result of the research. Hopefully, it will encourage a teacher, particularly an English teacher to use direct method in teaching and learning process in the class.

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