

REFERENCES

- Actenhagen, F. (2008). Curriculum development as modeling of complex reality. In Seel N.M. & Dijkstra S. (Eds). (2008). *Curriculum, plans, and processes in instructional design*. New Jersey: Lawrence Erlbaum Associates.
- Adisti, D. (2014). *Contextual teaching and learning and genre-based approaches to teaching procedure texts in the junior high school: a case study*. Unpublished paper. Undergraduate thesis. Retrieved on: <http://repository.upi.edu/15885/>
- Ahen, J.A. (2009). *Students' perception towards English for self-expression*. Undergraduate thesis. Unpublished paper of University Malaysia Sarawak.
- Alferi, L. & et al. (2010). Does discovery-based education enhance learning?. *Journal of Educational Psychology*. 103(1), 1-18.
- Allwright, R. (1980). Turns, topics, and tasks; patterns of participation in language learning and teaching. In D. Larsen-Freeman (ed.). *Discourse analysis in second language research*. Rowley, MA: Newbury
- Alwasilah, A.C. (2000). *Pokoknya kualitatif: dasar-dasar merancang dan melakukan penelitian kualitatif*. Jakarta: Dunia Pustaka Jaya.
- Anjaniputra, A.G. (2013). *Teacher's strategies in teaching speaking to students at secondary level*. Unpublished undergraduate thesis.
- Antony, E. M. (1963). Approach, method, technique. *English language teaching*, 17, 63–67.
- Aspin, D.N. (1995). Logical empiricism, post-empiricism and education. In P.Higgs (Ed.). *Meta theories in Philosophy of Education* (p. 21 – 99). Johannesberg: Heeman.
- Bailey, K. M. (2005). *Practical English language teaching*. Singapore: McGraw Hill.
- Balim, A.G. (2009). The effect of discovery learning on students' success and inquiry learning skill. *Egitim Arstirmalari Eurasian Journal of Educational Research*, 35. 1-20.
- Banathy, B. & Jenlink, B.M. (2005). *Dialogue as a means of collective communication*. New York: Kluwer Academic/Plenum Publisher.
- Baron, R.A. (1995). *Psychology*. Boston: Ally and Bacon
- Barrow, R. & Woods, R. (2006). *An introduction of philosophy of education*. (6th Edition). Abingdon: Routledge

- Bergstrom, L. (1994). Notes on the value of science. In Prawitz, D., Skyrms, B., Westerthal, D. (Eds). (1994). *Logic, methodology, and philosophy of science*. Amsterdam: Elsevier.
- Bernstein, D.A. (2010). *Essentials of Psychology*. Cengage Learning. pp. 123-124. ISBN978-0-495-90693-3. March 25th, 2015
- Bloom, B.S. (Ed.). (1956). *Taxonomy of educational objective: handbook 1 cognitive domain*. London: Longman.
- Bogen, J. (2014). Theory and observation in science. In Edward N.Z (Ed.). *The Stanford encyclopedia of philosophy* (Summer 2014 edition). Retrieved on <http://plato.stanford.edu/archives/sum2014/entries/science-theory-observation>
- Brown, G., & Yule, G. (1999). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, H.D. (2001). *Teaching by principles: an interactive approach to language pedagogy*. New York Longman.
- Bruner, J. (1967). *On knowing: essay for the left hand*. Cambridge: Harvard University Press.
- Budianto, D.E. (2014). *Teacher's pedagogical competence in the implementation of 2013 English Curriculum*. Paper presented in International Postgraduate Colloquium of Research in Education (IPCORE) 2014. Bandung, West Java.
- Chaplin, J.P. (2004). *Dictionary of psychology*. Jakarta: Raja Grafindo Persada. (Original work published in 1981)
- Cherry, K. (2004a). *Perception and the perceptual process*. Retrieved on <http://psychology.about.com/od/oindex/fl/Introduction-to-perceptual-process.htm> on March 17th, 2015
- Cherry, K. (2004b). *What is observational learning?*. Retrieved on <http://psychology.about.com/od/oindex/fl/What-Is-Observational-Learning.htm> on March 17th, 2015
- Chrisafidis, K. (2005). *Experiential-communicative teaching. Implementing the project method in school*. Athens: Gutenberg. (in Greek)
- Cohen, L., Manion, L. and Morrison, K. (2007). *Research method in education: 6th ed.*. London: New York.
- Cook, VJ. (2001). Using the first language in the classroom. *Canadian Modern Language Review* 57(3): 402–423. doi:10.3138/cmlr.57.3.402.

- Couvalis, G. (1997). *The philosophy of science: science and objectivity*. London: Sage Publication.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: choosing among five approaches*. (2nd ed). California: SAGE Publications.
- Creswell, J. W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. (3rd ed.). New Jersey: Pearson Education.
- Crookes, G. (2009). *Values, philosophies, and beliefs in TESOL*. New York: Cambridge University Press.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10: 221-240.
- Davey, B., & McBride, S. (1986). Effects of questions generation on reading comprehension. *Journal of Educational Psychology*, 78(4), 256-262.
- Denzin, N. K. and Lincoln, Y. S. (1998). *Collecting and Interpreting Qualitative Material*. California: SAGE Publications inc.
- Derewianka, B. (1990). *Exploring how texts work*. Newtown: PETA
- Dillenbourg P. (1999). What do you mean by collaborative learning?. In P. Dillenbourg (Ed) *Collaborative-learning: Cognitive and Computational Approaches*. (pp.1-19). Oxford: Elsevier
- Dijkstra, S. (2008). The integration of curriculum design, instructional design, and media choice. In Seel N.M. & Dijkstra S. (Eds). (2008). *Curriculum, plans, and processes in instructional design*. New Jersey: Lawrence Erlbaum Associates.
- Dooly, M. (2008). *Telecollaborative language learning: a guide book to moderating intercultural collaboration*. online. Bern: Peter Lang.
- Duch, B.J. (2001). *Writing problems for deeper understanding. In the power of problem-based learning: a practical 'how to' for teaching undergraduate courses in any discipline*. Sterling, VA: Stylus publishing.
- Dyer, J., Gregerson, H., and Christensen, C.M. (2011). *The innovators' DNA: mastering the five skills of disruptive innovators*. Boston: Harvard Review Business Press.
- Elder, L. (2007). *Another brief conceptualization of critical thinking*. Retrieved on www.criticalthinking.org/pages/defining-critical-thinking/766

- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia*. Disertasi PhD. Melbourne University.
- Fauziah, R. (2013). *Pendekatan saintifik pembelajaran elektronika dasar melalui model pembelajaran berbasis masalah*. Undergraduate Thesis, Indonesia University of Education. Retrieved on <http://repository.upi.edu/3226/>
- Feez, S. (2002). 'Heritage and innovation in second language education'. In Johns, A. M. (2002). Ed. *Genre in the classroom*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Feez, S., and Joyce, H (1998a). *Text-based syllabus design*. Sydney: National Centre For English Language Teaching and Research.
- Ferdinandus (2014). *Ini delapan masalah dalam implementasi kurikulum 2013*. Retrieved on <http://news.metrotvnews.com/read/2014/10/19/307023/ini-delapan-masalah-dalam-implementasi-kurikulum-2013>. February, 23rd 2015
- Fitri, A. Z. (2012). *Pendidikan karakter berbasis nilai dan etika di sekolah*. Yogyakarta: Ar-Ruzz Media
- Fleming, M., and Steven, D. (2004). *English Teaching in the Secondary School: Linking Theory and Practice, 2nd ed.*. London: David Fulton Publishers.
- Fragoulis, I. (2009). Project-based learning in the teaching of english as a foreign language in Greek Primary Schools: From theory to Practice. *English Language Teaching*, 2/3 pp.113-119. Retrieved on <http://ccsnet.org/journal.html> on March, 22nd 2015
- Frank, W. (1997). The impact of classroom experiments on the learning of Economics: an empirical investigation. *Economic inquiry*.xxxv, 763-769.
- Frankael, J. K. & Wallen, N. E. (2006). *How to design and evaluate research in education*. (6th ed). New York: McGraw Hill.
- Frey, K. (1986). *The project method*, Thessaloniki, Kyriakidis. (in Greek).
- Gardner, R. & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gass, S. (1997). *Input, interaction, and second language learner*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gibbons, P. (2002). *Scaffolding language and scaffolding learning. Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

- Gilbert, J. (2010). *Constructivism within second language classroom*. Boise State University. Retrieved on <http://edtech2.boisestate.edu/gilbert/504/synthesis> on May, 17th, 2015
- Given, L. M. (2008). *The SAGE Encyclopedia of qualitative eesearch methods*. California: SAGE Publications.
- Godfrey-Smith, P. (2003). *Theory and reality: an introduction to philosophy of science*. Chicago: The University of Chicago Press.
- Gokhale, A., (1995). Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education*. 7(1), 22-30.
- Goswami, U. (1992). *Analogical reasoning in children*. New Jersey: Lawrence Erlbaum Associates.
- Halliday, M.A.K. (1985). *An introduction to functional grammar*. London: Edward Arnold.
- Halliday, M.A.K. (1994). *An introduction to functional grammar*. (2nd Edition). London: Edward Arnold.
- Hammack, F. M., and Grayson, D. M. (2009). *Teaching at Secondary Level*. in *International Handbook of Teachers and Teaching* [online]. Springer Science+Business Media. Retrieved on <http://steinhardt.nyu.edu/scmsAdmin/uploads/005/361/Hammack%20and%20Greyson.pdf> [08/04/15]
- Harmer, J. (2001). *How to teach English, seventh impression*. Malaysia: Longman.
- Harnad, S. (1987). *Categorical perception: The groundwork of cognition*. New York: Cambridge University Press.
- Harris, W. (2008). *How scientific method works*. Retrieved on <http://science.howstuffworks.com/innovation/scientific-experiment/scientific-method.htm> on May 17th, 2015
- Hasim, A. (2013) Contoh penerapan pendekatan saintifik pendidikan agama Islam dan budi pekerti. Retrieved on <http://linguistika.staff.stainsalatiga.ac.id/wp-content/uploads/sites/36/2013/08/2013-curriculum-at-glance-in-English.pdf> on February, 12th 2015
- Herr, N. (2007). *The sourcebook for teaching science*. San Fransisco: John Wiley. Retrieved on <http://csun.edu/science/index/html>
- Herlina, N. (2014). *Scientific approach to teach English for nursing in English for Specific Purposes (ESP) class*. Unpublished thesis.

- Hockenbury, D.H., & Hockenbury, S.E. (2000). *Psychology*. (2nd ed). New York: Worth Publisher.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon.
- Hood, M. (2009). Case study. In J. Heigham and Robert A. Croker (Eds.). *Qualitative Research in Applied Linguistics: a practical introduction* (p.66 – 86). New York: Palgrave Macmillan
- Hyland, K. (2007). Genre pedagogy: language, literacy, and L2 writing instruction. *Journal of second language writing*. pp. 148-164. Retrieved on <http://sciencedirect.com/> on March 26th 2015
- Hymes, D. (1972). Models of the interaction of language of language and social life. In J. Gumperz & D.Hymes (Eds.). *Directions in sociolinguistics: The Ethnography of communication*. New York: Holt, Rinehart, Winston.
- Jasmi. (2014). *Teacher's difficulties in designing lesson plan in the implementation of 2013 English Curriculum*. (abstract) Paper presented in International Postgraduate Colloquium of Research in Education (IPCORE) 2014. Bandung, West Java
- Juan, Y. (2006). *Teaching speaking in rural middle school*. [online]. Retrieved on <http://www.gcjy.info/yxzx/UploadFiles/2007112165647281.doc> [December 8th, 2012]
- Johnson, K. (2008). *An introduction to foreign language learning and teaching*, 2nd ed.. Malaysia: Pearson Education Limited.
- Kara, A. (2009). The Effect of a 'Learning Theories' Unit on Students' Attitudes towards Learning. *Australian Journal of Teacher Education*, 34(3), 100-113. [Online] Available: <http://ro.ecu.edu.au/ajte/vol34/iss3/5> (April 4th, 2015)
- Kartikasari. (2014). *Keterampilan proses sains (KPS) siswa SMP dalam pembelajaran respirasi serangga dengan menggunakan pendekatan saintifik*. Undergraduate Thesis, Indonesia University of Education. Retrieved on <http://repository.upi.edu/12776/>
- Kasihani, K. E. S. (2000). *Pengembangan kurikulum bahasa di Indonesia*. Paper presented in The National Convention of Indonesian Education, Jakarta 19-22 September 2000.
- Kaufman, D. (2004). Constructivist issues in language learning and teaching. *Annual review of applied linguistics*, 24, 303-319.
- Khadijah. (2013). Implementasi pembelajaran saintifik dalam pembelajaran PAI dan PB.

- Khoirunnisa, H. (2014). *Pendekatan quantum teaching, pembelajaran kooperatif, pembelajaran kontekstual, konstruktivisme, dan pendekatan saintifik*. Retrieved on <http://happykh84.blogspot.com/2014/01/pendekatan-dalam-pembelajaran.htm>.
- King, A. (1994). Guiding knowledge construction in the classroom: effect of teaching children how to question and how to explain. *American Education Research Journal*, 31(2), 338-368.
- Kirkpatrick, A, and M Chau. (2008). One Country, two systems, three languages: A proposal for combining Cantonese, Putonghua and English in Hong Kong's schools. *Asian Englishes* 11(2): 32–45.
- Kompas: Suasana kelas belum sesuai harapan. (2014, September 2). *Kompas*.
- Kotti, D. (2008). Experiential learning from theory to practice. *Adult Education*, 13, 35-41. (in Greek)
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1999). *Taxonomy of educational objectives book 2: affective domain*. New York: Longman.
- Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching*. New Jersey: Prentice-Hall.
- Kumaravadivelu, B. (2003). *Beyond methods: macrostrategies for language teaching*. New Haven, CT: Yale University Press.
- Kumaravadivelu, B. (2008). *Understanding language teaching: from method to postmethod*. New Jersey: Lawrence Erlbaum Associates.
- Kusumah, W. (2014) Sejumlah masalah dalam kurikulum 2013. Retrieved on http://www.kompasiana.com/wijayalabs/sejumlah-masalah-dalam-kurikulum-2013_5520371c81331189709de667 on February 24th, 2015
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Larsson, J. (2001). *Problem-based learning: a possible approach to language education?*. Retrieved on <http://www.nada.kth.se/~jla/docs/PBL.pdf>
- Learning Point Associates. (2004). *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*. Available online on: <http://learningpt.org/>
- Levine, G., S. (2004). Global simulation: a student-centered, task-based format for intermediate foreign language courses. *Foreign Language Annals*, 37, 26-36

- Mackey, A. & Gass, S.M. (2005). *Second Language Research: methodology and design*. New Jersey: Lawrence Erlbaum.
- Masrom, U. K. & Yusof, D.S. (2013). English games as a constructivist approach in project-based learning. *International journal of social science and humanities research (IJSSHR)*, 1/1 pp.21-25. Retrieved on <http://researchpublish.com/>
- Marlowe, B.A. & Page, M.L. (2005). *Creating and sustaining the constructivist classroom*. (2nd Ed.). Thousand Oaks, CA: Corwin Press.
- Marpuddin. (2008). Teknik pembelajaran Grammar dengan metode EGRA. Retrieved on: <https://marpudin.wordpress.com/2008/11/19/teknik-pembelajaran-grammar-dengan-metode-egra/>
- McDonald, J. (1986). Self-generated questions and reading recall: Does training help?. *Contemporary Educational Psychology*, 11(3), 290–304.
- McMurry, J.E., & Fay, R.C. (2008) *Chemistry*. (5th ed.) Pearson/Prentice Hall
- McLeod, S. (2015). *Jean Piaget*. Retrieved on <http://www.simplypsychology.org/piaget.html> on May 17th, 2015
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- Mulyasa, H. E. (2013). *Pengembangan dan implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya.
- Murray, D.E & Christison, M. (2011). *What English language teachers need to know: volume 2*. New York: Routledge.
- Nassaji, H. & Swain, M. (1997). A Vygotskian perspective on corrective feedback in L2: The effect of random versus negotiated help on the learning of English articles. *Language Awareness* 9(1), 34-51.
- Nation, I.S.P., and Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Nunan, D. (2004). *Task-based language teaching*. New York: Cambridge University Press.
- Nunan, D. & Bailey, K.M. (2009). *Exploring second language classroom research: a comprehensive guide*. Boston MA: Heinle
- Nuraini, L. (2014). *Penerapan model pembelajaran sains teknologi masyarakat dengan metode saintifik untuk meningkatkan kemampuan literasi sains siswa*

- pada pembelajaran Fisika di SMK*. Thesis, Indonesia University of Education. Retrieved on <http://repository.upi.edu/11580/>
- Nurfuadah, R.N. (2014). *10 masalah utama kurikulum 2013*. Retrieved on . <http://news.okezone.com/read/2014/12/11/65/1077829/10-masalah-utama-kurikulum-2013> on February 23rd, 2015.
- Oderberg, D.S. (2007). *Real essentialism*. New York: Routledge
- Packer, M. (2011). *The science of qualitative research*. New York: Cambridge University Press.
- Paul, R.W. (1992). Critical thinking: What, why, and how. In Barnes, A. C. (1992). (Ed). *Critical thinking: Educational imperative*. San Francisco: Jossey-Bass Publishers.
- Paul, R.W. & Elder, L. (2002). *Critical thinking: tools for taking charge of your professional and personal life*. New Jersey: Financial Times Prentice Hall
- Paul, R.W. & Striven, M. (2013). Defining critical thinking. (A draft statement for the National Council for Excellence in Critical Thinking 1987. Retrieved on www.criticalthinking.org/pages/defining-critical-thinking/766
- Piaget, J. (1957). *Construction of reality in the child*. London: Routledge & Kegan Paul
- Pitman, S.D. (2013). *Truth, the scientific method, and evolution*. Retrieved on <http://detectingdesign.com/truthscienceevolution.html> on May 11th, 2015
- Prathivi, N. (2013). *Teaching science, the best way*. The Jakarta Post, Jakarta, Education available on: <http://thejakartapost.com/news/2013/03/24/teaching-science-best-way.html>.
- Prince, M.J. & Felder, R.M. (2006). Inductive teaching and learning methods: definitions, comparisons, and research bases. *J. Engr. Education*, 95 (2), 123-138.
- Priyana, J. (2014). *Language Learning Activities in the Scientific-Method-Step-Based Classroom*. Paper presented in the 61st TEFLIN International Conference on October 7th-9th 2014. Solo, Central Java.
- Pujianto, D. (2013). *Process-genre based approach to teaching writing report text to senior high school students (a case study)*. Undergraduate thesis. Unpublished paper UPI.

- Rahman, M. & Tartilla. (2013). *The implementation of genre-based approach in English teaching at Islamic senior high school model (MAN-model) Jambi. Reflective* (4). 28-36.
- Ramli, M. (2014). *Mengapa harus dimulai dengan mengamati?* (pendekatan Saintifik 1). Retrieved on <http://murniramli.wordpress.com> on February 13th 2015.
- Reinfried, M. (2000). *Can radical constructivism achieve a viable basis for foreign language teaching?*. Retrieved on http://webdoc.sub.gwdg.de/edoc/ia/esse/artic20/8_2000.htm
- Reiser, R. A., & Dick, W. (1996). *Instructional planning: A guide for teacher*, (2nd ed.). Boston: Allyn and Bacon.
- Richards, J.C. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press.
- Richards, J.C. (2008). *Teaching listening and speaking, from theory to practice*. Cambridge: Cambridge University Press.
- Richards, J.C & Renandya, W.A. (2002). *Methodology of language teaching: an anthology of current practice*. New York: Cambridge University Press.
- Richards, J.C. & Roger, T.S. (2001). *Approaches and methods in language teaching*. (2nd edition). Cambridge: Cambridge University Press.
- Rusbult, C.F. (1997). *A Model of 'Integrated Scientific Method' and its Application for the Analysis of Instruction*. Unpublished doctoral dissertation, University of Wisconsin-Madison. Retrieved June 8th 2014 from <http://www.asa3.org/ASA/education/think/science.htm#9>
- Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66(2), 181-221.
- Rowley, J.B. and Hart, P. M. (1998). *Recruiting and training successful substitute teachers*. [online]. Retrieved on <http://www.aea11.k12.ia.us/prodev/subauthorization/appendix/appendix02a.pdf> [08/04/15]
- Savignon, S.J. (1983). *Communicative competence: theory and classroom practice*. Reading, MA: Addison Wesley.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
- Schutz, R. (2014). Vygotsky and language acquisition. Retrieved on <http://www.sk.com.br/sk-vygot.html> on February 12th 2015.

- Scott, E. (2008). *Corrective feedback in the language classroom: How to best point out language mistakes*. Retrieved on <http://www.suite101.com/content/corrective-feedback-in-the-language-classroom-a67114> on April 3rd 2015
- Shafrin, S. (2011). The importance of communication and interaction. Retrieved on <http://saykashafrin.hubpages.com/hub/communication-interaction-hub1>
- Shofiya, A. (2014). *Teachers' Responses towards 2013 Curriculum: After a Year of Implementation*. Paper presented in the 61st TEFLIN International Conference on October 7th-9th 2014. Solo, Central Java.
- Skehan, P. (1998). *Cognitive approach to language learning*. United Kingdom: Oxford University Press.
- Skehan, P. (2003). Task-based instruction. *Lang. Tech.* 36, (pp. 1-14). United Kingdom: Cambridge University Press.
- Slattery, P. (2006). *Curriculum development in the postmodern era*. New York: Routledge.
- Slavin, R. (2003). *Educational psychology: theory and practice*. Boston: Allyn and Bacon.
- Solcova, P. (2011). *Teaching Speaking Skills*. Thesis of Faculty of Arts of Masaryk University: Unpublished.
- Spivey, N. (1997). *The constructivist metaphor: reading, writing, and the making of meaning*. Sand Diego: Academic Press.
- Sudrajat, A. (2013). Pendekatan saintifik/ilmiah dalam proses pembelajaran. (online). Retrieved on: <http://akhmadsudrajat.wordpress.com/2013/07/18/pendekatan-saintifik-ilmiah-dalam-proses-pembelajaran/> [March, 27th 2015]
- Suhendra, Y. & Sundayana, W. (2011). *Pengembangan model bahan ajar literasi membaca berdasarkan Model PISA 2009 bagi Siswa SMP RSBI di Jawa Barat*. Jakarta: Pusat Penilaian Pendidikan Depdiknas
- Suherdi, D. (2012). *Towards the 21st century English teacher education: an Indonesian perspective*. Bandung: Celtic Press.
- Sullo, B. (2007). *Activating the desire to learn*. Alexandria: Asdc
- Sundayana, W., Alwasilah A.C. et al. (2012). *Pemahaman konseptual guru terhadap desain, pengembangan, dan penerapan perangkat pembelajaran*. Retrieved on <http://penelitian.lppm.upi.edu/fak/c/fpbs>.
- Susilohadi, G., & Setyayoga, A. (2009). Panduan teknis peningkatan mutu pembelajaran bahasa Inggris. Retrieved on: <https://mudarwan.wordpress.com/2010/08/19/panduan-teknis-peningkatan-mutu-pembelajaran-bahasa-inggris-di-sma-rsbi/>

- Stern, H.H. (1983). *Fundamental concepts of language teaching*. New York: Oxford University Press.
- Syahmadi, H. (2014). *Bedah Curriculum 2013 bagi guru Bahasa Inggris*. Bandung: ADOYA Mitra Sejahtera.
- Tan, O. (2003). *Problem-based learning innovation*. Singapore: Seng Lee Press.
- Thornbury, S. (2005). *How to teach speaking*. England: Pearson Educational Limited.
- Ullmer, J.H. (2011). The scientific method of Sir William Petty. *Erasmus Journal for philosophy and economics*. 4 (2), 1-19.
- Merriem-Webster. (2015). Online English dictionary. Open Source Application
- Wang, J. & Waring, H.Z. (2009). 'Very good' as a teacher response. *ELT Journal*, 63/ July 3rd 2009. Doi:10.1093/elt/ccn042. Oxford University Press.
- Wang, P. (2011). Constructivism and learner autonomy in foreign language teaching and learning.: to what extent does theory inform practice?. *Theory and Practice in Language Studies* 1(3), 273-277.
- Weichselgartner, E. & Sperling, G. (1987). Dynamics of automatic and controlled visual attention. *Science*, 238, 778-780.
- Wicander, R. & Monroe, J.S. (2006). *Essentials of Geology*. (4th ed.) Thomson Book/Cole
- Widdowson, G. H. (1990). *Aspects of Language Teaching*. New York: Oxford University Press.
- Widiasih, R. (2013). *Meningkatkan kemampuan reading comprehension dengan scientific approach*. Retrieved on http://kampungjuara.blogspot.com/2013/11/artikel_8544.html
- Wieman, C. (2006). Science education for 21st Century: A scientific approach to science education. *Atomic Physics* 20, XX, pp. 19-26.
- Wong, J. & Waring, Z. (2009). 'Very good' as a teacher response. *ELT Journal*, (63), p.195-203; doi:10.1093
- Wuryanto, A. (2010). Model-model pembelajaran inovatif. Retrieved on: <https://aguswuryanto.wordpress.com/category/english-teaching-methods/page/5/>
- Yuliani. (2014). *Penerapan kurikulum 2013 selalu menuai masalah*. Retrieved on <http://palembang.tribunnews.com/2014/08/06/penerapan-kurikulum-2013-selalu-menuai-masalah>. on February 24th, 2015.