

## **THE INSPIRING ENGLISH LECTURERS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN SAMARINDA**

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### **ABSTRAK**

*The successful of teaching and learning process is cannot be separated from the lecturers' role that inspiring the students. An inspiring English lecturer should be possessed at least three skills namely attitudinal skills, teaching technical strategy, and students' changes in learning English. In teaching strategy skills, it has the other indicators of being an inspiring English lecturer such as a) preparation; b) planning and development curriculum; c) use curriculum framework; d) clear targets and objectives of teaching; e) developing strategy and planning activities of teaching; f) designs of appropriate learning modules; g) planning classroom activities; h) finding new innovative teaching strategies; i) finding newest references; j) good classroom management. In teaching strategy to university students, the lecturer should be more interesting, creative and able to keep the students away from getting bored. In order to keep the students' away from getting bored in learning English, the lecturers had to use good teaching strategy. The objectives of this research are: (1) to know the teaching plan of the English lecturers based on teaching strategy; (2) to the teaching implementation of the English lecturers based on teaching strategy in English Education department. The design of this research is descriptive qualitative. The subject of this research is an English Education Department of IAIN Samarinda. In this study, the researcher used a questionnaire guide and an observation sheet. The result of this research is that all of the lecturers of English Department of IAIN Samarinda is an inspiring person who always prepares the lessons well. This indicates that all students of English Education Department of IAIN Samarinda more appreciation with the statement. Meanwhile, the statement that shows the lowest responses are found on the statement of an English lecturer should think hard to find the latest*

*references in their instructions. This indicates that a huge number of these indicators had not yet been owned by IAIN English lecturers Samarinda.*

*Keywords: Inspiring Lecturers, Teaching, Strategy*

## **A. Introduction**

Language is very important to human beings, people use it to communicate with one another, to express their feelings, to give and accept the information, to solve problems, etc. As we know that English is an international language that is used almost all of the countries in the world. It is used in international activities as a means of communication. The Indonesian should be master of English because of some reasons. Mastering English is very important for the students, especially because of English, is necessary as a means of getting knowledge (Ahmad, 2015).

English language in Indonesia has taken a special attention due to the fact that people's awareness of the importance of English as the main means of communication in this global era is getting an increase. English has become a compulsory subject for Indonesian students since elementary school level. The implementation of 2013 Curriculum since 2013, English is not anymore formally taught in elementary school. Instead, it will be a compulsory subject in Junior High School. Based on UU Sisdiknas no. 20, Education teachers in Chapter XI and the contents of Pasal 40, about teachers and education personnel. DuNeen states that there are twenty-five (25) things a successful teacher does differently. Those can be grouped into 3 domains, namely teaching, professional development, and student-teacher relationship (Iftanti, 2015).

The successful in learning English will depend on the inspiration. It gave the influence on students' inspiration in learning English. In this case, the students or the teacher must have an idea to build the students' inspiration in learning English, because inspiration is one of the important factors to the success of learning English. One of the indicators of the success is that learners' English competence is getting improved. Accordingly, to be an inspiring teacher who is powerful to change the learners' mindset of learning English is critical (Iftanti, 2015).

In teaching strategy skills has the other indicators of being an inspiring English lecturers are: a) preparation; b) planning and development curriculum; c) use curriculum framework; d) clear targets and objectives of teaching; e) developing strategy and planning activities of teaching; f) designs of appropriate learning modules; g) planning classroom activities; h) finding new innovative teaching strategies; i) finding newest references; j) good classroom management. In teaching strategy to a university student, the lecture should be more interesting, creative and able to keep the students away from getting bored (Merce and Robert, 2008).

As a lecture, sometimes we found the lecture do not have an idea to manage the interaction or in other hands, a lot of lectures do not have more background knowledge about teaching strategies, because teaching strategies are the one of most important thing that sometimes lecture forget in teaching and learning process. The researcher tries

to find out how is the planning, implementing, and how do the English lecturers inspire the English Education Department in the classroom.

Teaching strategy is the most important part of classroom management, more specific, it is the most important part of teaching (Ratih, 2013). The above-mentioned phenomena become an important underlying consideration for any educational institution- such as state Islamic Institute of Samarinda- which runs English education programs or teacher training education to make an appropriate decision and or policies dealing with producing inspiring English teacher. The English lecturers engaged in the problems should also be a model of an inspiring English teacher that might be imitated by their students who are the candidates of English teachers. Accordingly, it is significant to conduct a study on an inspiring English lecturer from the students' points of view. The focus of the study was on finding out the answer to a question- how the English education department students' perception on inspiring English lecturers is.

## **B. Literature Review**

The researchers which concern student's perspectives of how they should be motivated are rarely executed. Therefore, the student's desire was rarely touched since there was a little information on what the students really want and what motivational strategies they actually prefer. Banya & Cheng assert that "student's belief about foreign language learning is found to play an important role in influencing their motivation, attitude, motivational intensity, strategy uses anxiety and language achievement" (Pudyanti, Nitiasih, and Suarnajaya, 2013). Learner's opinion on the importance of certain motivational strategy for them should be investigated, which further can be compared with teacher's perspectives to make a more effective teaching and learning process.

Therefore, in order to understand why student behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives. Since 'pure' theories of motivation do not lend themselves to effective classroom application, Dornyei's theory on motivational strategies is used as the basic theory of this study. This is because of the fact that motivating language teaching was about in practice rather than theories (Redi, 2013).

Teachers and trainers can, and do, change lives. They can determine a choice of university and courses taken. They can directly influence on career choices. They can light candles in the darkest mind. They model attitudes, beliefs, and behaviors, thereby setting an example to follow. They can replace distracted parents. They can find deep rivers of talent that others cannot. Most importantly they can often help people find out what they are good at, passionate about and things they do in a state of "flow". In short, they help them find their real strengths.

An inspiring teacher is characterized by establishing positive classroom atmosphere which can only be conducted by some of the following deeds:

1. An inspiring English lecturer prepares their teaching well.
2. An inspiring English lecturer plans and develop a flexible, coherent, balanced, and diversified school-based curriculum.

3. An inspiring English lecturer makes good use of the learning targets, learning objectives and learning outcomes provided in the English Language curriculum framework.
4. An inspiring English lecturer sets clear targets and objectives for each level in a language skill to ensure the continuity with the following levels.
5. An inspiring English lecturer develops strategic planning of learning time and activities to ensure learners' attainment of the learning targets with desired learning outcomes.
6. An inspiring English lecturer designs or adapts appropriate learning modules to cater for learners' diverse needs, interests, and abilities.
7. An inspiring English lecturer plans classroom activities well.
8. An inspiring English lecturer should actively find new innovative teaching strategies.
9. An inspiring English lecturer should think hard to find newest references in their instruction.
10. An inspiring English lecturer should well facilitate learners in learning English and have good classroom management (Iftanti, 2015).

It is further stated that the key indicator of highly effective teaching is more on attitudinal than technical skill which includes enthusiasm for teaching, positive relationship with students, and high-level of motivation and commitment. He/she is strategic in managing his/her classroom, behavior, time, any resources efficiently and effectively, implementing clear instruction and assessment including the skillful use of questioning and giving feedback in order to make the students get more involved in the learning process. An inspiring teacher has closely also linked to the quality of relationship with his/her students in a way to create a last long independent learning (Iftanti, 2015).

Practically everybody can nominate such a person, usually a secondary school teacher or university lecturer. Many keep in touch partly out of thanks, partly looking for continuing inspiration. Indeed, we are recommended to do too and in "gratitude communications" really thank them for what they have done for us. Inspirational teachers inspire by intrinsic motivation (Harmer, 2007). Their students will voluntarily stay on after studying, write essays that "don't count", and do additional reading. They paint the big picture and direct students to excellent sources.

Skills-based teaching, as in the performing arts, crafts, and technology, is no different. Students apprenticed to a master will often acknowledge they are amazed by insight and dedication to shaping their skills. It is no accident that the "master-class" is so popular in business. An inspirational teacher the way they are intelligent, knowledgeable, multi-skilled all of the above. Most say they became teachers or lecturers because they themselves had an inspirational teacher. So, it's not genetic but it certainly is passed on.

### **C. Research Methodology**

In this research used the descriptive qualitative design. Based on researcher design, this research has been conducted at IAIN Samarinda. The subject of this research is the students at English Department of IAIN Samarinda from the 2<sup>nd</sup> up to 6<sup>th</sup> semester that

consists of 70 students. The instrument used in this research was observation and questionnaire. Based on the introduction, the purposes of this research are to know the Investigation of inspiring English lecturers based on teaching strategy of the English Department of IAIN Samarinda in academic year 2017 which was involved the Inspiring English Lecturers and Excellent Indicators of English Teaching. After the researcher conducted, the observations and found how the teaching plan and implementation of English lecturers based on the teaching strategy, she gives the questionnaire to answer the second research question. The questions consist 10 items. It does not more than 30 minutes. The questionnaire wants to be given in the English Education Department in IAIN Samarinda. After the researcher collected the questionnaire, lecturer had described the percentage of the results of number desired students.

#### **D. Findings**

That data describes the investigation of inspiring English lecturers based on teaching strategy of English education department of IAIN Samarinda result on May 25 – June 05, 2017. The researcher did the research and got the complete data from all the research instruments including observations, questionnaire, and documentation. To gain the research objectives, the researcher had analyzed the data systematically and accurately. The data were analyzed in order to draw the conclusion about the research objectives. The researcher presented the research findings as follow:

##### **1. The Teaching Plan of the English Lecturers based on Teaching Strategy**

Based on the description in the previous chapter, the researcher makes the percentage of students in questionnaires test. It could be seen in the related to the table of technical teaching strategy above such as:

Table 1. Preparation

<b>No.</b>	<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Agree	64	91%
2.	Less Agree	6	9%
3.	Disagree	0	0%
Total		70	100%

From the table above, it is found that 64 students of 70 students (91%) answer that they agree about English Lecturers prepare they were teaching well, and 10 students of 70 students (14%) answer that less agree and nothing student (0%) who choose disagree answer.

Table II Planning and development curriculum

<b>No.</b>	<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Agree	56	80%
2.	Less Agree	12	17%
3.	Disagree	2	3%
Total		70	100%

The table above, there were 56 students (80%) observed in this research given agree that they answer, and there were 12 students (17%) who gave less agree and there were only two students (3%) that they answer was disagreed for an inspiring English lecturer plans and develop a flexible, coherent, balanced and diversified school based on curriculum.

Table III Use curriculum framework

No.	Answer	Frequency	Percentage
1.	Agree	62	89%
2.	Less Agree	7	10%
3.	Disagree	1	1%
Total		70	100%

Based on the table above shows that an inspiring English lecturer makes good use of the learning targets, learning objectives and learning outcomes provided in the English Language curriculum framework of the students (89%) gave agree that they answer from 62 students, there were seven students (10%) gave an answer were the less agree and there was only one student (1%) answer is disagreed.

Besides that, the researcher also makes an example how inspiring English lectures make good use of the learning targets who had given treatment by using good teaching strategy was elaborated into the table distribution frequency and percentage.

Table IV Clear targets and objectives of teaching

No.	Answer	Frequency	Percentage
1.	Agree	52	74%
2.	Less Agree	15	22%
3.	Disagree	3	4%
Total		70	100%

The table above, for an inspiring English lecturer sets clear targets and objectives for each level in a language skill to ensure the continuity with the following levels there were 52 students (74%) in this research gave agree as they answer from 70 students, gave less agree (22%) as they answer from 15 students of 70 students. From all students, there were three students (4%) gave disagree as of their answer.

Table V Planning classroom activities

No.	Answer	Frequency	Percentage
1.	Agree	62	88%
2.	Less Agree	6	9%
3.	Disagree	2	3%
Total		70	100%

Based on the data above, it can be seen that the student was more selected agree that an inspiring English lecturer plans classroom activity well. There were 62 students

(88%) were the highest percentage, there were 6 students (9%) answer that they less agree and 2 students (3%) who lowest percentage of 70 students.

## **2. The Teaching Implementation of English Lecturers based on Teaching Strategy**

### **a) Observation**

Observation is one of the data sources in compiling this research finding. The researcher describes the whole activity in the class. The observation is done three times. *Pre-observation* was conducted to observe the process of teaching to found the inspiring English lecturer based on teaching strategy in the class. It was held at 2, 4, and 6 semesters of English Education Department of IAIN Samarinda academic year 2017. These consisted of 70 students from each other class. The pre-teaching, whilst-teaching, and post-teaching were conducted on Thursday 25<sup>th</sup>, 30<sup>th</sup>, 31<sup>st</sup> May and from Thursday 1<sup>st</sup>, 5<sup>th</sup>, 6<sup>th</sup> of June 2017. It was started on Tuesday at 12.10 A.M and finished at 13.00 A.M for and on Thursday at 08.00 A.M and finished at 09.00 and next to 14.00 A.M and finished at 15.15 A.M.

In general, during the teaching process in the classroom, the teacher dominated the class. The lecturer conveys learning the purpose and prepare the students and check those understanding students and provide feedback. The lecturers open the class by reviewing the previous material. Next, she reviews the material by giving some opinion which students will give as the suggestion. He prepares material, book and everything she needs in the class. Moreover, she had the lesson plan of course. As the previous observation, she reviews the material by giving some example exercise to do students. Then, she prepares any media before teaching.

In this Whilst-teaching phase, the researcher as observed had a duty monitor all activities in the classroom. It might be about the teacher's performance, class situation, and student's response. The lecturers demonstrate skills (procedural knowledge) or presenting knowledge (declarative). Then, the lecturer put the power of her explanation command. After that, she asks the students some questions associated with critical them. Moreover, student motivated enough to study English based on what the researcher sees. The students are motivated enough to study English in the class. Therefore, the students really active, always pay attention fully when the teachers explain. The students really wanted to understand the materials.

Whereas in *Post-teaching*, the lecturer gives some example in a real-context of the student's life. She uses it to elaborate the material. Next, given opportunities for next coaching exercise and implementation. Then, she does the evaluation by asking the students to the conversation with other students. Moreover, the student active in the class and answers every question of the lecturer. Finally, the lecturers do the scoring too.

## b) Result of Questionnaire

After the researcher conducted the observations, the researcher gave the questionnaire to the students. The questionnaire contained the statements of inspiring English lecturers based on teaching strategy that was found by the researcher from the analyze observation data and other preference. The data presentation of the percentage of English education department that the teaching implementing of the English lecturers based on teaching strategy. The result of the students has presented the table as follows:

Table VI Developing strategy and planning activities of teaching

No.	Answer	Frequency	Percentage
1.	Agree	49	70%
2.	Less Agree	20	29%
3.	Disagree	1	1%
Total		70	100%

The table above shows that there were 49 students (70%) gave agree that they answer, that less agree they answer were 20 students (29%), and of 70 students only one student (1%) that who answered disagree. It means that there were some students pick out disagree that an inspiring English lecturer develops strategic planning of learning time and activities to ensure learners' attainment of the learning targets with desired learning outcomes as their answer.

Table VII Design of appropriate learning modules

No.	Answer	Frequency	Percentage
1.	Agree	42	60%
2.	Less Agree	26	37%
3.	Disagree	2	3%
Total		70	100%

Table 4.6 above shows that of 70 students, there were shows that of 42 students (60%) elected agree as they answer, there were 26 students (37%) elected less agree and there were 2 students (3%) elected disagree as of their answer. This means that there were some students more agree about an inspiring English lecturer designs or adapts appropriate learning modules to cater for learners' diverse needs, interests, and abilities.

Table VIII Finding new innovative teaching strategies

No.	Answer	Frequency	Percentage
1.	Agree	56	80%
2.	Less Agree	12	17%
3.	Disagree	2	3%
Total		70	100%



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The calculation above showed of percentage about an inspiring English lecturer should actively find new innovative teaching strategies that 56 students (80%) answer that they agree, there were 12 students (17%) answer that they less agree and were only out 2 students (3%) who disagree of 70 students.

Table IX Finding newest references

No.	Answer	Frequency	Percentage
1.	Agree	30	43%
2.	Less Agree	31	44%
3.	Disagree	9	13%
Total		70	100%

It can be seen from the table above about table 4.9 an inspiring English lecturer should think hard to find newest references in their instruction had 31 students (44%) who gave answer that less agree. There were 30 students (43%) prefer less agree as they answer and the last 9 students of 70 (13%) choose the answer that they disagree.

Table X Good classroom management

No.	Answer	Frequency	Percentage
1.	Agree	57	81%
2.	Less Agree	11	16%
3.	Disagree	2	3%
Total		70	100%

The last table above showed the percentage of student which prefer agree of 57 students (81%), there were 11 students (16%) with the answer was less agree and of 70 students only 2 students (3%) who choose the answer to disagree about an inspiring English lecturer should well facilitate learners in learning English and have good classroom management.

## E. Discussions

It aims at the investigation of inspiring English lecturers based on the teaching strategy of English Education Department of IAIN Samarinda in academic year 2017 since treatment had been conducted.

Table of Technical Teaching Strategy Domain

No.	Technical Teaching Strategy	Percentage		
1.	An inspiring English lecturer prepares their teaching well.	91%	9%	0%
2.	An inspiring English lecturer plans and develop a flexible, coherent, balanced, and diversified school-based curriculum.	80%	17%	3%

3.	An inspiring English lecturer makes good use of the learning targets, learning objectives and learning outcomes provided in the English Language curriculum framework.	89%	10%	1%
4.	An inspiring English lecturer sets clear targets and objectives for each level in a language skill to ensure the continuity with the following levels.	74%	22%	4%
5.	An inspiring English lecturer develops strategic planning of learning time and activities to ensure learners' attainment of the learning targets with desired learning outcomes.	70%	29%	1%
6.	An inspiring English lecturer designs or adapts appropriate learning modules to cater for learners' diverse needs, interests, and abilities.	60%	37%	3%
7.	An inspiring English lecturer plans classroom activities well.	88%	9%	3%
8.	An inspiring English lecturer should actively find new innovative teaching strategies.	80%	17%	3%
9.	An inspiring English lecturer should think hard to find newest references in their instruction.	43%	44%	13%
10.	An inspiring English lecturer should well facilitate learners in learning English and have good classroom management.	81%	16%	3%

Based on the analysis, the researcher found that most of the respondents are the one who prepares his/her teaching well (91%); plans and develops a flexible, coherent, balanced, and diversified school-based curriculum (80%); makes good use of the learning objectives and learning outcomes provided in the English language curriculum framework (89 %) and sets clear targets and objectives for each stage to make sure the continuity with the curriculum of different levels and key stages (74%). This supports the excellent indicators set by Chief Executive's Award for Teaching Excellent (CEATE) 2009/2010 which is organized by the Education Bureau- Hong Kong to assess nominations. They fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community and (4) School Development. The first two domains focus on recognizing teaching excellence and the other two on fostering teachers' professional development.

The other indicators of being an inspiring English lecturer as found in this research (9%) who less agree that an inspiring English lecturer prepares their teaching well and his/her plans classroom activities well. Most of them (44%) think that an inspiring English lecturer should think hard to find newest references in their instruction. Based on UU

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Sisdiknas no. 20, Education teachers in Chapter XI and the contents of Pascal 40, about teachers and education personnel.

Moreover, not only one out of 70 students (0%) who disagree that an inspiring English lecturer prepare their teaching well; an inspiring English lecturer makes good use of the learning targets, learning objectives and learning outcomes provided in the English Language curriculum framework (1%); an inspiring English lecturer develops strategic planning of learning time and activities to ensure learners' attainment of the learning targets with desired learning outcomes (1%). This is in line with a study of Erna Iftanti said an Inspiring English Lecturers should possess at least three skills namely attitudinal skills, teaching technical strategy, and students' changes in learning English. Furthermore, (4%) the respondents think that an inspiring English lecturer sets clear targets and objectives for each level in a language skill to ensure the continuity with the following levels. Finally, 9 out of 70 respondents (13%) think that an inspiring English lecturer should think hard to find newest references in their instruction.

In relation, what is considered to be an inspiring English lecturer by most of the respondents is the one who prepares his/her teaching well was the same result of both research. Meanwhile, students who disagree that an inspiring English lecturer develops strategic planning of learning time and activities to ensure learning attainment of the learning targets with desired learning outcomes that were the difference result of research with the previous research from Erna Iftanti.

### **F. Conclusions**

The objectives of this research are to know the teaching plan, implementation of the English lecturers based on teaching strategy of English Education Department at IAIN Samarinda in academic year 2017. The research subjects are the students of English Department of IAIN Samarinda, relying upon the findings and discussions of the research. The data was collected by administering the research instrument in the form of the questionnaire of the teaching strategy that was done by the students. The researcher draws a conclusion that there were most of the lecturers of the English Education Department of IAIN Samarinda prepare the teaching well. It can be seen in the finding mentioned in previous. It shows that all of the English Education Department of IAIN Samarinda had agreed with that statement point.

For the preparation, the discussion shows that the lecturer does prepare well. They make any lesson plan and prepare media for teaching. Then, makes good use of the learning targets, learning objectives and learning outcomes provided in English Language curriculum framework. In addition, the English education department lecturers should well facilitate learners in learning English and have good classroom management.

In general, during the teaching process in the classroom, the lecturer dominated the class. The lecturer conveys learning the purpose and prepare the students and check those understanding students and provide feedback. The lecturers open the class by reviewing the previous material. Next, she reviews the material by giving some opinion which students will give as the suggestion. She prepares material, book and everything

she needs in the class. Moreover, she had a lesson plan of course. As the previous observation, she reviews the material by giving some example exercise to do students. Then, she prepares any media before teaching.

Based on the result of the test, 64 students or 91% all of the category in to agree one who prepares his/her teaching well. There were 9 out of 70 students or 13% who disagree that an inspiring English lecturer should think hard to find newest references in their instruction. The highest agree percentage statement is 91% and disagree percentage is 13%. Based on the discussion and conclusions of this research, the researcher offers some suggestions for students and teacher. The suggestions are presented as follows: Students must be more motivated in received the science of teachers especially the inspiring English lecturer in IAIN Samarinda. Lecturers should be very easy and enjoyable because all which are taught can be understood well by the students. Lecturer also must be creative in applying teaching strategy and techniques in teaching and must give more exercises to the students about inspiring English teaching. The researcher hopes the next researcher can get the appropriate inspiring English lecturers based on teaching strategy.

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