

THE EFFORT OF IMPROVING THE INTERVIEW ABILITY THROUGH THE IMPLEMENTATION OF ROLE PLAYING LEARNING MODEL FOR THE GRADE VIII A STUDENTS OF SMP NEGERI 1 MANDREHE ACADEMIC YEAR 2018/2019

JUNI ARTATI WARUWU, S.Pd

ABSTRACT

This research was motivated by the lack of students' ability in interviewing. The purpose of this paper is to describe the process of implementing the Role Playing learning model in interviewing material, to describe the improvement of students' ability in interviewing through the application of the Role Playing learning model. The writing method used is Classroom Action Writing (CAW). Based on the results of writing, the average student learning outcomes in the first cycle was 63.40, while the average student learning outcomes in the second cycle were 74.80. Based on the results of the research findings, it can be concluded that the application of the Role Playing learning model is because it is able to make students prioritize how to master learning materials through developing students' imagination and appreciation so that there is an increase in students' interviewing abilities. Researcher's suggestion is for Indonesian language subject teachers, they should choose and apply the Role Playing learning model because students are able to prioritize how to master the learning materials so that interviewing skills and student learning outcomes can be improved, and for further researchers they should use the Role Playing learning model because students are able to prioritize how to master the learning materials so that the desired results can be achieved.

Keywords: Student's Ability, Interview, Role Playing

1. INTRODUCTION

Speaking is one aspect of language skills that is productive, which means that a person has the ability to convey ideas, thoughts or feelings so that the ideas that are in the speaker's mind can be understood by others. Speaking means expressing ideas or oral messages actively through sound symbols so that communication activities occur between the speaker and the speech partner. Indeed that everyone is desirous of being able to speak or communicate verbally, but not all of them have the skills to speak properly and correctly. Therefore, speaking lessons should receive attention in teaching language skills in elementary schools. According to Tarigan (2008: 16) that "The ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas, and feelings". Speaking can also be said as an expression of a person's ideas.

However, it must be admitted honestly that speaking skills among junior high school students especially speaking skills, have not been as expected. This condition cannot be separated from the process of learning Indonesian in schools which has failed in helping students think and speak skillfully. The most concerning, there are parties who are dare to say that there is no Indonesian language subject even students can speak Indonesian like today, as long as they are taught to speak, read, and write by the teacher especially if students are taught how to ask something to their friend such as interviewing activities.

Interviewing is one of the speaking skills used as a news gathering method. According to Santosa, et al (2009: 7.23) that "Interviews do not only ask the name, age, occupation of the people we are interviewing. In the interview, between students one another, a conversation occurs as well as conversations in everyday life. Then these activities can be developed by students so that they will become journalists or become news coverage. News coverage requires a process of interviewing news sources or interviewee. The main objective of the interview is to gather information, comments, opinions, facts, or data about a problem or event by asking questions to the interviewees.

However, the reality in the field is that the Indonesian language skills, especially the speaking skills of the students grade VIII A SMP Negeri 1 Mandrehe are still low. This can be seen from the learning process, where students are accustomed to using the local language (Nias language), they are embarrassed to speak in front of the class, and the material for the conversation has not been mastered by students. It appears that during the learning process, students just sat and listened to the explanation from the teacher, they did not dare to ask questions, moreover express their own opinions. When the teacher gave students the opportunity to ask questions or comment, the students were just silent, it was not clear that they had understood or not. Not only that, when students looked to learn to interview in front of the class, most students still looked difficult. There were even students who could not speak a word at this time to interview in front of the class.

Based on observations during the learning process, it was found that the learning model used by the teacher was still teacher-centered. The learning model used is the conventional learning model.

Based on the results of interviews with several students at SMP Negeri 1 Mandrehe, it was found that interviewing material with interviewee is one of the learning materials that is difficult to learn. This is because in practice interviewing requires speaking skills.

Based on documents from Indonesian language subject teachers, the average final semester test scores of students of class VIII A SMP Negeri 1 Mandrehe in Indonesian subjects for the even semester before remedial are in the poor category. The average learning outcomes of class VIII A students were 55.42. While the average learning outcomes of class VIII B students was 51.65. When compared with the KM for Indonesian language subjects, it is 65.

One solution to improve students' speaking skills, especially in interviewing is to carry out interview learning through the application of the Role Playing learning model. Role Playing learning model is also known as role act learning model. Organizing the class in groups, each group demonstrating / presenting a scenario prepared by the teacher. Students are given the freedom to improvise but still within the limits of the scenario from the teacher. In Role Playing students are conditioned to certain situations outside the classroom, even though at that time learning occurs in the classroom. "Role playing is a way

of mastery of learning materials through developing students' imagination and appreciation (Huda, 2014: 208-209)".

DISCUSSION

Definition of Speaking

Speaking is often used as a means of oral communication every day. According to Brown (in Kundharu Saddhono & Slamet, 2012: 57) that "Speaking is one aspect of language skills that functions to convey information orally". According to Tarigan (1981: 15) that "Speech is an integral part of the whole personality or personality, reflecting the speaker's environment, social contacts, and education".

Furthermore, according to (Rofiuddin 1998: 13) states that "Speaking is the skill of pronouncing articulated sounds or words to express, express and convey thoughts, ideas and feelings verbally". According to Solchan, et al (2008: 11.9) that "In essence speaking is an expression of one's thoughts and feelings in the form of language sounds. Meanwhile, speaking ability is the ability to utter articulated sounds or words to express, express, convey thoughts, ideas and feelings".

So, according to the writer, speaking is a communication process because there is a transfer of messages from one source to another.

Definition of Interview

This interview activity is carried out to seek information, ask for information, or ask someone their opinion about a problem. In (Indonesian Language Dictionary), the interview is a question and answer activity carried out by the interviewer as the questioner and the interviewee as the person being asked.

According to Supriyati (2011: 48) "the interview is a technique of collecting data through questions that are asked orally to respondents". The conversation is carried out by two parties, namely the interviewer (interviewer) who asks the question. Interviewing is the most widely used technique to assess a person's speaking competence in one language. Interviews are usually conducted on a learner whose spoken language competence, the target language being studied is sufficient, making it possible to express thoughts and feelings in that language.

According to Yusuf (2013: 376) that "Interviewing is one technique that can be used for collect research data. In simple terms it can be said that the interview (interview) is an event or a process of interaction between the interviewer (interviewer) with the source of information or the person being interviewed (interviewee) through direct communication ". Meanwhile, Solchan, et al (2008: 11.40) stated that "an interview is a conversation in the form of a question and answer. In a formal situation, the interviewee is an accomplished person, an expert, or an experienced person. This is not a neutral tool, the interviewer creates a real question and answer situation.

So, according to the writer, the interview is a tool or technique used by reporters or interviewers to obtain information through direct questions and answers in the form of direct communication with the aim of gathering news material, usually interviews are conducted by journalists, broadcasters or reporters.

Interview Steps

Interviews can be carried out spontaneously with people met around news sources or conducting special interviews with important figures or officials. According to (Yunus: 2013: 67) Interview learning aims to train students to be able to carry out interview activities with good planning. There are several things that need to be done before the interview are:

- a. Compile the list of questions
- b. Check the list of questions
- c. Compile an interview activity plan
- d. Impelemtation of the interview

Things that need to be considered in conducting an interview

During the interview, the interviewer must be able to create an atmosphere so that it is not rigid so that the respondent is willing to answer the questions asked.

According to Yusuf (2013: 382-383) that "There are some general rules that interviewers need to pay attention to are as follows:

- a. Appearance and attitude
- b. The interviewer should be familiar with the question model to be presented.
- c. Follow the wording of the question exactly.
- d. Record the answer to the question precisely and correctly
- e. If the answer is not clear, use probing techniques, which are digging deeper into information so that there is a more specific, precise answer and a clearer meaning.

For this reason, the attitudes an interviewer must have to obtain information are as follows:

- a. Neutral; that is, the interviewer does not comment to disagree with the information expressed by the respondent because his job is to record all information from the respondent, whether it is fun or not.
- b. Friendly; means that the interviewer creates an atmosphere that is able to attract the respondent's interest.
- c. Fair; this means that the interviewer must be able to treat all respondents equally.

The interviewer must remain respectful and courteous to all respondents regardless of their presence. Avoid tension; that is, the interviewer must be able to avoid tension, lest the respondent be judged or tested. If the atmosphere is tense, the respondent has the right to cancel the meeting and ask the interviewer not to write down the results.

The Definition of *Role Playing Learning Model*

Role Playing learning model is also known as Role Playing learning model. Organizing the class in groups, each group demonstrating or displaying a scenario prepared by the teacher. Students are given the freedom to improvise but are still within the limits of the scenario from the teacher. According to Huda (2014: 209) that "Role Playing is a way of mastery of learning materials through developing students' imagination and appreciation". Meanwhile, according to Hamdani (2011: 87) that "the Role Playing method is a way of mastery of learning materials through developing students' imagination and understanding."

The development of imagination and appreciation is carried out by students by playing them as living or inanimate figures. This game is generally done by more than one person, it depends on what is being played. In line with the opinion of Shoimin (2014: 161) that "this model provides opportunities for students to practice placing themselves in roles and situations that will increase awareness of their own and other people's values and beliefs". According to Fathurrohman (2015: 94) that "Role playing is in principle a method of presenting the roles that exist in the real world into a role play in class / meeting, which is then used as material for reflection so that participants give an assessment".

Based on the opinions of the experts above, it can be concluded that the Role Playing learning method is a learning model that prioritizes how to master the learning materials through the development of students' imagination and appreciation.

In learning method activities, there will certainly be steps in its implementation such as the Role Playing learning method. According to Amri (2016: 16) that there are several steps in learning Role Playing, namely:

- 1) The teacher compiles / prepares a scenario to be displayed.
- 2) Appoint several students to study scenarios two days before teaching and learning activities
- 3) The teacher forms a group of students whose members are 5 people.
- 4) Provide an explanation of the competencies to be achieved.
- 5) Calling students who have been appointed to carry out the prepared scenario.
- 6) Each student sits in their respective groups while paying attention to the scenario that is being modeled.
- 7) After completing the presentation, each student is given a paper as a worksheet to discuss.
- 8) Each group presents its conclusions.
- 9) The teacher provides general conclusions.
- 10) Evaluation.
- 11) Closing.

2. METHODOLOGY

This type of research conducted by researchers is classroom action research (classroom action research) using a qualitative research approach. According to Arikunto, et al (2015: 1) that "Classroom action research is research that describes the cause and effect of treatment, as well as explaining what happens when the treatment is given, and describes the whole process from the start of the treatment to the impact of the treatment". Based on the research objectives, it is clear that this research is more to describe the data on learning outcomes, facts, and circumstances in Class VIII A SMP 1 Mandrehe in the 2018/2019 Academic Year.

Subject of the Research

The subjects of this research are class VIII A students of SMP Negeri 1 Mandrehe in the 2018/2019 academic year with a total of 20 students. Men are 12 person and women are 8 person.

Action Plan

This research was planned for 2 (two) cycles and each cycle consisted of 4 (four) stages, namely planning the action, implementing the action, observing and reflecting.

1. Planning

This planning activity aims to improve what will be carried out in research by preparing all the tools in the research. The activities carried out at this stage are:

- a. Preparing learning tools that include: syllabus of Indonesian subjects, planning strategies and learning scenarios using the Role Playing learning model.
- b. Develop research instruments and establish achievement indicators. The instruments used in this study were observation sheets and interview guides. The instrument is used to determine the application of the Role Playing learning model.
- c. Prepare material sources in accordance with competency standards and basic competence.
- d. Prepare the required learning media according to the learning scenario.
- e. Designing evaluation tools in the form of formative test questions to determine student learning outcomes after implementing the Role Playing model.

2. Action

The second stage of CAR is the implementation of the action which is the implementation or application of the contents of the design. The teacher and researcher collaborate to find out whether after the action has taken place changes or improvements so that a description of the initial state is needed. Based on this description it can be determined what needs to be changed, improved or improved. By knowing the initial state, changes and improvements can be followed from time to time as long as the action is carried out.

In this study, the researcher is the teacher. At this stage an action is taken to produce an increase in the learning process to be more effective, students become more active, reading skills increase and student learning outcomes increase. The things that are done at the action implementation stage are the implementation of the Role Playing learning model that the researcher has compiled on the overall quality of learning in accordance with the learning scenario.

3. Observation

Observation is a recording process by observing all the events and activities that occur during the class action research. The aim of these observations is to find out how far the implementation of ongoing actions can be expected to produce the desired changes. At the observation stage, subject teachers and peers observe and pay attention to the implementation of learning carried out by researchers and students and fill out observation sheets that have been prepared previously. The interview will be carried out by the researcher at the end of the cycle. Due to the fact that the number of respondents was quite large while the available research time was very limited, interviews were conducted with 5 students who were made as representatives of all students in class VIII A and were selected from high, medium and low ability students.

4. Reflection

This stage, carried out at the end of each meeting and at the end of the cycle, the researcher as a teacher reflects on the results of observations made by the observer regarding the research instrument, the results of the interview and the final test results of each cycle, then discusses the evaluation of actions to improve or perfect the implementation of further actions. As an outline of the design of this research as follows:

Types, Data Collection Techniques

The types of data obtained in this study are qualitative and quantitative data.

- 1) Qualitative data, namely data obtained from student activities and teacher activities in the form of observation data and interview results.
- 2) Quantitative data, namely data obtained from test results given to students.

Data collection techniques in this classroom action research are as follows:

a. Non Test

1. Observation sheet

Observations in this study is done simultaneously by observers, namely teacher observations (researchers) and student observations. "Observation is often seen as a narrow asset, namely paying attention to something with the eye (Arikunto, 2015: 199)".

- a) Observation sheet of the learning process of teacher respondents (researchers). This observation sheet is used as a tool to collect data about the activities of the teacher (researcher) in the learning process starting from the beginning to the end of learning.
- b) Student observation sheets in the learning process. This observation sheet is used to collect data about student activities in the learning process according to the steps of the Role Playing learning model.
- c) Interview Guide Sheet

The interview guide sheet is used to find out how students think about interviewing learning which is carried out by applying the Role Playing learning model

b. Test

The test used in this study is a learning outcome test. According According to Purwanto (2012: 33) that "a learning outcome test is a test used to assess the results of lessons that have been given by teachers to students, or by lecturers to students, within a certain period of time". The learning outcome test is structured to determine the student's ability to interview teaching materials. The test is given at the end of the cycle, the preparation of this test includes a grid, test questions and answer keys. The learning outcome test used is arranged in the form of an oral test of 3 items.

To find out that each test item can distinguish students who are capable of students who are less capable, calculations are carried out with the following aspects of assessment.

Interview Assessment Aspects

Data analysis technique

1. Qualitative Data Analysis

a. Processing of Observation Sheet Results

To process the observation sheet during the learning process, it is adjusted to the type of observation sheet used as a research instrument. The observation sheets designated as research instruments, namely:

1) Observation sheet of the learning process of teacher respondents (researchers)

Based on the categories and scores given in the student observation sheets in learning activities, the data from the observation sheets were processed using a Likert scale. The score is in accordance with the categories, namely: SB = Very Good score of 4; B = Good score of 3; C = Enough score 2; K = Less score 1. Scoring the Likert category scale, answers are given weight or equated with quantitative scores of 4, 3, 2, 1 for four choices of positive statements. Furthermore, the observation sheet data on the learning process of teacher respondents for each item are averaged using a formula (Sudjana, 2009: 132), namely:

The average of the observations for each item = $\frac{\text{Total score for each item}}{\text{Number of assessment indicators}}$

and described in percent using percent:

Percentage of observations per item = $\frac{\text{Sum of scores for each item}}{\text{Sum of ideal scores}} \times 100\%$

Total ideal score = highest score x Total respondents.

2) Student observation sheets in learning activities

Based on the categories and scores given in the student observation sheets in learning activities, the data from the observation sheets were processed using a Likert scale. The scores are based on categories, namely: SB = Very Good score of 4; B = Good score of 3; C = Enough score 2; K = Less score 1. Scoring the Likert category scale, answers are given weight or equated with a quantitative value of 4, 3, 2, 1 for four positive statement choices. Furthermore, data from student observation sheets in learning activities for each item are averaged using a formula (Sudjana, 2009: 132), namely:

The results of the observation of each item = $\frac{\text{total score of each item}}{\text{number of respondents}}$ and described with percen using the formula:

| No | Aspect assessed | Ability Details | Score | Value |
|----|-----------------------------|--|-------|-------|
| 1 | The spoken language used | Pronunciation | 10 | 30 |
| | | Language structure, | 10 | |
| | | Language style | 10 | |
| 2 | The content of conversation | The relationship between the content of the discussion and the topic of the discussion | 10 | 30 |
| | | Content structure | 10 | |
| | | Quantity and quality of content | 10 | |
| 3 | Technique and performance | Gestures | 7,5 | 40 |
| | | Expressions | 7,5 | |
| | | Relationship with listeners/ interviewee | 7,5 | |
| | | Sound volume | 7,5 | |
| | | The course of conversation | 10 | |

percentage of observations per item = $\frac{\text{total score of each item}}{\text{total ideal score}} \times 100\%$

Total ideal score = highest score x Total respondents.

b. Interview Result Processing

Data from interviews with students about the implementation of learning by applying the Role Playing learning model, during the learning process are processed qualitatively by narrating in the form of sentences. Interviews with students were conducted at the end of each cycle.

2. Quantitative Data Analysis

a. Each Student's Grade

Student learning outcomes obtained from learning outcomes tests in the form of essay tests are processed using the formula:

$$NSS = \frac{SPWB/S}{SMBSY} \times \text{value}$$

Keterangan:

NSS = the value of each question

SPWB/S = score of learning citizens / students

SMBSY = maximum score of the item in question

The calculation of the student's final score was done by adding up the student's acquisition value for each item ($NA = \sum NSS$). As a performance indicator used KKM KD (Minimum Completeness Criteria-Basic Competence) which has been set at SMP Negeri 1 Mandrehe Academic Year 2018/2019, as follows: KKM KD 7.1 = 65; those whose grades \geq KKM KD are declared complete learning, while students whose grades are $<$ KKM KD are declared incomplete learning. Then determine the percentage of students who have completed learning with the formula:

$$\text{Percentage of completeness} = \frac{\text{the number of students who have finished studying}}{\text{the total number of students}} \times 100\%$$

And the percentage of completeness = 100% - the percentage of completeness.

b. Average learning outcomes

To determine the increase in overall learning outcomes, the arithmetic mean of student learning outcomes is first determined. The average count of student learning outcomes is determined by the formula (Sudjana, 2009: 67), namely:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

\bar{X} = Rata-rata hitung variabel X Average of the variable count X

$\sum X$ = Number of variable X

N = Amount of data

The average junior high school student learning outcomes are classified by the following criteria:

| | |
|----------|-------------|
| 85 - 100 | : Very good |
| 75 - 84 | : Fine |
| 65 - 74 | : Enough |
| 55 - 64 | : Less |
| 0 - 54 | : Failed |

3. RESULT AND DISCUSSION

The basis for the discussion in this study is the test results and non-test results which are carried out in two cycles, namely cycle I and cycle II. For discussion of the test results, namely the value of the description results in each cycle. Meanwhile, for discussion of non-test results, it includes the results of observations of learning activities. students and observations of teacher activities in cycles I and II are described in more detail as follows.

Learning Outcomes

The learning outcomes obtained by grade VIII A students of SMP Negeri 1 Mandrehe on interviewing material through the application of the Role Playing learning model in the form of test results in essay. In the essay test carried out in the first cycle the average test score obtained was 63.40 grade completeness 48.00%, meanwhile, new learning is said to be successful if the percentage of completeness obtained reaches at least the KKM 65. This result is due to a lack of motivation and guidance in learning, so that students still have difficulty understanding the existing subject matter. So, the increase in student activity and ability is still not satisfactory. Thus, it is necessary to continue cycle II so that student learning outcomes can be expected to increase.

In cycle II, the average score of student learning has reached 74.80 with a grade completeness of 92.00%. Based on the results obtained, the student achievement in interviewing had a significant progress. Based on the description above, it can be concluded that the Role Playing learning model can improve students' abilities in interviewing. The average score of students in cycle I was 63.40 and in cycle II it was seen that it had increased and passed the completeness value with an average value of 74.80 in interviewing through the application of the Role Playing learning model.

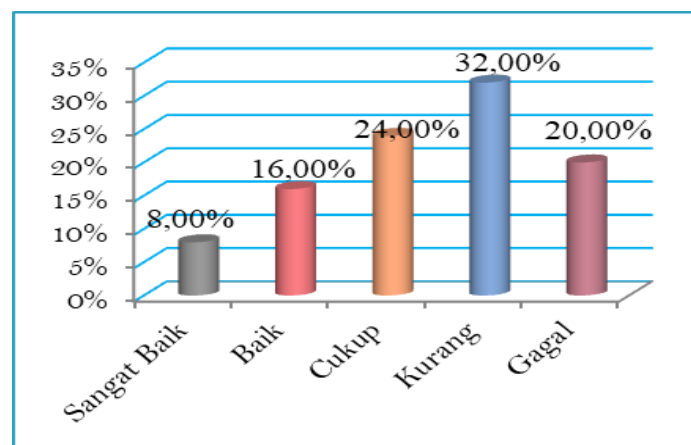
Student Learning Activities

In the Role Playing learning model in cycle I student learning activities have not shown good results. This is evidenced by the fact that there are still many students jokingly not even carrying out their duties to study the material and only a few students who look serious in following the learning process. Based on the results of observations or observations of student activities through the application of the Role Playing learning model in the first cycle of the first meeting, only 39.06% and the second meeting reached 59.37%. Learning activities are still dominated by bright students. This condition occurs because the role playing learning model is new to students, so they are less interested in participating in learning.

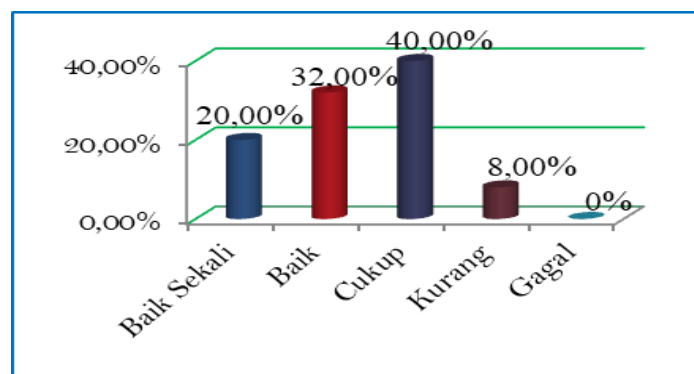
During the implementation of learning in cycle II, student learning activities have increased at the first meeting by 59.37% and at the second meeting it increased to 71.87%. This can be seen when each student already knows and is doing their job well. When students are assigned to convey the material they have learned, they take turns explaining it

well to other friends. Students work well together when interviewing. The percentage of observation results in the first cycle of the first meeting was only 39.06% and at the second meeting it reached 59.37%. Whereas in the second cycle the first meeting was 59.37% and the second meeting increased to 71.87% having met the success indicators determined by good criteria.

Percentage of Students' Ability Level to Interview Cycle I



Percentage of Student Ability Levels to Interview in Cycle II



Teacher Activity (Researcher)

In the first cycle of action, the teacher has not been able to optimally carry out interviewing learning through the application of the Role Playing learning model for class VIII A students of SMP Negeri 1 Mandrehe. Teachers have not been able to reach all students in observing their activities. Teachers are still dominant in observing certain groups and students. Teachers also have not been able to deal with students who make noise in the classroom. Based on the results of observations or observations of teacher (researcher) activities in the first cycle through the application of the Role Playing learning model, the first meeting was only 58.82% and at the second meeting it reached 70.59%. This can be seen from the results of observations made by partner teachers on the lesson plans made by researchers, the implementation of learning, and personality.

In cycle II, there was an increase in teacher performance. This can be seen from the results of the increase in teacher observations at the first meeting of 76.47% and at the second meeting it increased to reach 88.23%.

The teacher's attention to the activities of all students, has been able to reach all students in observing and guiding them, the teacher has been able to overcome students who play alone when learning takes place. The results of observations on teacher performance in the first cycle of the first meeting were only 58.82% and the second meeting reached 70.59%. Whereas in the second cycle the first meeting was 76.47% and the second meeting increased to reach 88.23%. This proves that the teacher's activity has increased significantly from cycle I to cycle II and has met the predetermined success indicators with very good criteria.

Implications of Research Results

Role playing learning model has been applied by researchers in carrying out the learning process of interviewing students in class VIII A SMP Negeri 1 Mandrehe. Seeing the results of cycle I and cycle II, the role playing model has implications for increasing student activity and learning outcomes and teacher performance. This Role Playing learning model is very effective for increasing student learning activeness. Learning activities with this method aim to get answers from work results. students gradually and graded.

In its implementation, the Role Playing learning model can be started with an explanation if what will be discussed is new material then given problems to be discussed by students.

Role playing learning model is able to increase teacher activity, make teachers more careful in arranging learning tools, able to increase teacher understanding both conceptually and practically. The practice of teachers in teaching is more varied, because it does not play with the lecture method alone, in other words, this model has succeeded in increasing student activity and student learning outcomes and teacher performance. The success achieved in this study does not rule out that the Role Playing learning model can also be applied in other subjects while still paying attention to the characteristics of the material to be studied.

4. CONCLUSION & SUGGESTION

Based on the data exposure, research findings and discussion described on the previous page, the learning outcomes in the first cycle were 63.40 and learning completeness was only 48.00%. Whereas in cycle II student learning outcomes increased to 74.80 and learning completeness reached 92.00%. From the results of this research, it can be concluded that the application of the Role Playing learning model is able to make students prioritize how to master learning materials through developing students 'imagination and appreciation so that students' interviewing abilities can be better. So, the target expected by the research has been achieved.

From the above conclusions, it can be suggested that one of the methods that can be used by a teacher in improving student learning outcomes, in speaking skills, especially in interview learning, is the role playing model.

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