

**INSTRUCTIONAL MATERIALS OF SOCIAL COMMUNICATION AND
SCIENCES DEVELOPT BY ESP
FOR UNDERGRADUATE STUDENTS OF PUBLIC ADMINISTRATION
DEPARTMENTS IN STISOSPOL “WASKITA DHARMA” MALANG
PERIODE 2014-2015**

Abd. Syakur

(Public Administration Departments, Stisospol Waskita Dharma Malang)
abdsyakurmpd@yahoo.com, i3_ka@yahoo.co.id

Abstract

This study aimed at investigating the syllabus and materials of Public Administration Departments of the College of social and communication at Stisospol “Waskita Dharma” Malang and to provide solutions to these problems. For this purpose, four research questions were posed and the answers to these questions were provided and discussed. The data for the study were collected via (face-to-face) interviews. The informants of this study were undergraduate students from the College of Social at Stisospol “Waskita Dharma” Malang for the academic year 2014-2015. The findings of the study revealed that the students faced problems in relation to vocabulary register, organization of ideas, grammar, spelling, and referencing. ESP for Public Administration Departments is not developed at Stisospol “Waskita Dharma” Malang. This study is aimed to develop ESP instructional materials with the principles of CTL for undergraduate students of Public Administration Departments. There are two major stages applied in this study namely Research, to discover the needs of the students in needs analysis, and Development, to develop the ESP instructional materials. The development stage covers FGD, writing manuscript, expert judgment, revision, expert validation, and tryouts. It can be said that through the entire steps of Research and Development, the products of materials are trustworthy and appropriate to apply at Public Administration Departments in Stisospol “Waskita Dharma” Malang.

Keywords: Instructional Materials, English for Specific Purposes (ESP), Public Administration Departments.

INTRODUCTION

Nowadays, English play an important role in education and students are expected to communicate effectively in institutions where English is the medium of instruction. Learners face the task of mastering content area in subjects such as mathematics, social studies, science, and business which are taught in the target language (English). In such cases, teaching and learning of English can help the students to deal successfully with their academic demands and to perform successfully in their discipline and professional contexts (Adams & Keene, 2000).

It is not surprising that the competence of English owned by students of non-English department is relatively low (Dewi, 2010:1). Through the research finding conducted in nursing academy, she insists the importance of syllabus and materials due to its contrary condition with the need of English in their field of study after they are in working place. They are likely to get some difficulties of doing something in the relation with English for their job. There are many factors affecting them to have such low proficiency in English including the system of teaching and learning in the classroom. The design of the curriculum is a problem in creating the way of teaching in the classroom and

the students' way of learning to use the language. Curriculum design takes an important role in creating how the teaching and learning process is conducted. Inappropriate design means unsuitable learning content for their field of study. There should be a match between the students' needs and the design itself to meet their needs. This is essential for the course developers to make the ESP instructional materials to create the textbook and exercises which are applicable in the matter of communication either written or spoken.

The wrong procedure in developing ESP instructional material frequently happens in some institutions to create what materials should be appropriate for their students. For instance, in some courses or lectures, lessons are planned with grammar-based. The language forms are taught in sequence from simple present to passive voice, for instance. The weakness they obtain is when they are in the context of real life communication they do not perform fluently in speaking. However, the analysis on logic-mathematic language structures is their mainly competence and becomes their strength in learning the language. In another case, there are ESP instructional materials designed only to meet the students' communicative functions such as speaking context in

many situations. Their strength and weakness is on the contrary.

To troubleshoot the problems of the ESP instructional materials design, Harmer (2007:3 69) argues that ESP instructional materials type must be integrated or called as multi-ESP instructional materials ESP textbook materials. Communicative competence is derived from the combination of more than one type of ESP textbook materials.

ESP is taught in some popular departments, and one of them is Public Administration Departments. The new applied concept of the governance and finance in the world makes a new branch of ESP for Social and communication.

Stisopol "Waskita Dharma" Malang or familiarly abbreviated into STWD, Public Administration Departments is a brand new major under this faculty which is still developing in producing competent graduates in Social Departments. Due to still a new major, there is still a development in its curriculum especially for the ESP instructional materials for English Maters 1 and 2. That there is no approach for ESP in Public Administration Departments and business, results the teaching and learning materials are not correlated to the students' needs on the job they are in. This fact is the main reason why this Research and Development is conducted, that is, to

propose the appropriate ESP instructional materials for English course in order to guide the lecturers to make appropriate instructional materials as well.

This paper has two research problems of which the first is about the identification of the problem and the second is about the teaching kit product to solve the problem encountered by the students of Public Administration Departments in learning English. (1) What is the problem faced by undergraduate student of Public Administration Departments in Stisopol "Waskita Dharma" Malang in learning English? (2) How to develop ESP instructional materials with the principles of Contextual Teaching and Learning (CTL) for undergraduate students of public administration departments in Stisopol "Waskita Dharma" Malang?

The objectives of the research of this Paper are: (1) To identify the problem faced by undergraduate students of Public Administration Departments in Stisopol "Waskita Dharma" Malang in learning English (2) To develop ESP instructional materials with the principles of Contextual Teaching and Learning (CTL) for undergraduate students of Public Administration Departments in Stisopol "Waskita Dharma" Malang

This research and significances in this development is intended to overcome

the problem encountered by the students to learn English by increasing the quality of ESP teaching in the Public Administration Departments and to create specific instructional materials based on the principles of CTL and ESP for Public Administration Departments as their major. The specific ESP instructional materials are design to avoid mismatch between the ESP instructional materials design and the students' needs. Students are provided a set of materials planning which are more suitable and applicable to their needs when they are in the professional job. With the approach of functional and experiential learning, students are more engaged in communicative activities related with competences in global and conventional economic and business context. This research product is meant to meet the students' needs on the future job in which the learners need to improve their language skills especially for writing and speaking which are mostly used in the job. The scope of this research and development is in the areas of ESP of Social and communication in the context of global approach or global rules and regulations. This specified ESP is needed to apply in the faculty.

Later on, the result of this research and development is a product of teaching kit, i.e. the instructional materials which

will be used mainly for the English lecturers handling the English two courses in the even semester. The instructional materials will impact on the teaching and learning activity in the Public Administration Departments with the hope to cope the problem of students' needs and their English learning in the classroom. The expectation of the existence of these instructional materials is the students are more engaged to be active in the class to produce the language. Besides, the English lecturers are helped through these materials kit to use the better sources of materials rather than using those of general English materials. After all, those impacts are the limitation of this study.

Stisospol "Waskita Dharma" Malang has already given English compulsory course in the first year called Intensive English Course program in which in the first semester the students get general English followed by TOEFL preparation in the second semester. This is why the design of the ESP instructional materials is based on the development of English use or communication. In this study, writing and speaking are two skills mainly developed on the ESP textbook materials.

This research method and development uses qualitative approach to find out a specific style in the ESP textbook materials. The prime objective of this

research is to design ESP instructional materials which are appropriate with the needs of the students of Public Administration Departments in Stisospol “Waskita Dharma” Malang.

The subject of the study involves a number of students of Public Administration Departments in the semester of 4 who took English 3 course. In Stisospol “Waskita Dharma” Malang, there are three English courses which are compulsorily taken by the students. The developer thinks that English course 1 and 2 are for general English and English for global Studies, in line with the university regulation to teach the ESP. When the students are taking English 3, it is the time for them to focus on their content areas in Public Administration Departments. The number of the students involved for the subject of this study is 30 students gathered by random sampling from 190 students. The 30 students are gathered in one class and involved in the process of obtaining information, needs analysis, and tryout phase. Besides, the subject specialist teaching in this faculty and alumnae are involved in the needs analysis conducted in the interview stage.

The model of development in this study is based on what Borg and Gall (1986:775-776) beginning with the identification of the problem of learning English encountered by the undergraduate

students of Public Administration Departments. Knowing the core problem, the researcher attempts to reveal it by studying the theory regarding the problem of learning. Next, needs assessment and needs analysis are needed to reveal what need should be met by the students, and then the result of the needs assessment and needs analysis is developed into a textbook. The result of the textbook is then brought to expert for their judgment for revision. Having been revised, the result of the materials is tried-out. On this phase, expert comments are welcome for the improvement of the materials. When the materials have been revised, the textbook is ready to use for classrooms.

To conduct this research and development, the researcher follows some steps as the procedure as follows: (1) Identifying the problem encountered by the students in learning English (2) Reviewing the problem into the theory (3) obtaining information through the needs survey, (4) FGD (Focus on Group Discussion) (5) writing manuscript, (6) expert judgment, (7) revision (8) tryouts, (9) revisions, and (10) expert validation.

Identification of problem is initiated by giving questionnaire for students to find out what becomes their difficulty in learning English in this university level. In this process, the researcher attempts to reveal what becomes the problem for them

in learning English, especially in the course of English 3. The aspects covered in this section are in the circle of their attitude concerning English, motivation, learning style preference, and difficulties of learning English. The questionnaire is distributed to those who used the ESP instructional materials mainly for the students of Public Administration Departments in the semester 4.

This phase is conducted altogether with need assessment, i.e. on April 8, 2014. The resulted data lead the researcher for choosing a means of problem solving of which instructional materials are developed. Besides, the data gained from the questionnaire become a consideration of many aspects of the materials such as teaching strategy, level of difficulty, and proportional skills to solve the problem they encounter in learning English.

The literature of this study Obtaining information from the students, the researcher then go to further steps by doing literature study as elaborated in Chapter II in which CTL based learning should be developed in the instructional materials of ESP. Students expect more on learning engaging them into real-world tasking related to their field of study, i.e. Public Administration Departments. By experiencing what they learn, they will be able to learn with life-long memory according to their needs in the future

careers. Through the course book and methods of teaching brought by the teacher, their communicative competence is trained in both written and spoken aspect.

Stage 1: The Needs Survey

Developing course ESP instructional materials is initiated with the acquiring as much as information about the learners' needs. Conducted on April 8, 2014, this step is the first one to make the 'direction' of what kind of ESP instructional materials and what contents will be inside. The needs survey is sometimes known as needs analysis as a step to gather information about the learners' needs (Richards, 2001:51). The needs analysis as a starting point also becomes 'a tool' for course developers to design the ESP instructional materials based on what the learners need, interest, and want to know the content of the materials.

Stage 2: FGD (Focus on Group Discussion)

The process of selection is also called content organization which is the further process of ESP instructional materials design. On this step, the course developers begin to select carefully what contents will be presented in the ESP textbook materials. When it comes to ESP course,

the terminology of content can be well replaced by content areas.

Stage 3: Writing Manuscript

The core process of developing instructional materials is writing the manuscript itself. The developed manuscript is based on all of information gained from needs survey covering needs assessment from students, subject specialist, and person working in the governance.

Stage 4: Expert Judgment

Experts are asked for their comment on this stage which is also called the data is in the form of qualitative data. Experts give comments and suggestions in the form of feedback. An adapted rubric of textbook evaluation guide synthesized by Miekley (2005) has been used by the developer in obtaining necessary revision from expert. April 22, 2014 is when the developer asked for expert judgment or verification from expert 1 to see the materials' technical. Meanwhile, for expert 2, the verification is held on April 29, 2014 to verify the content only.

Stage 5: Revising

The further step is to apply what has been revised by the ESP expert in the ESP

textbook materials. The feedback given is used to revise the content or perhaps certain procedure if necessary to make the ESP instructional materials is ready to use in the ESP language program before it has been validated by the expert having been consulted.

Stage 6: Tryouts

To get the empirical validity, one more phase is required. Tryout is necessary to do before the materials have become a product for language learning. The materials are seen how effective they are in the classroom. So, the observation is needed to see how the materials suit properly for the students. During the observation, there should be ongoing process, and still, revisions are welcome before the materials are finally validated. The design of the tryout is in the form of qualitative data, Tryouts are conducted for three units namely unit 1, unit 2, and unit 7 from May 6 to 17, 2014. The developer chooses the three topics with the reason that unit 1 resembles the basic concept of banking the students need to know, unit 2 represents the most used communicative practice in the future relating to job interview, and unit 7 represents a snapshot of Public Administration Department in Singapore.

Stage 7: Revision

The previous session, tryouts, surely results revision. Observation done by the developer results several weaknesses that needs to be added. Anything that needs to be revised to make classroom interaction to be better should be revised in this phase. This second revision is the last one before it is finally validated by the expert of ESP course design.

Stage 8: Expert Validation

Materials validity is attained after all of the revisions have been done. This final step would be followed by materials finishing in which the developer fixes several parts of the materials needing the last touch. Two expert validations are made from two experts: Public Administration Departments expert and ESP course design.

The data analysis technique obtained from the questionnaires is quantified, while the critics and suggestions are classified. Both the verification data from questionnaires and suggestions from the experts are analyzed to revise the proposed materials.

RESULT AND DISCUSSION

This Research and discussion also development was initiated with the research process in which the researcher attempted to reveal what the problems encountered by the students of Public

Administration Departments in learning English. A set of questionnaire has been spread to a random sampling as many as 30 students out of 150 students in the department who has taken English 3 course in the semester 3. The questionnaire consists of nine questions related with their perspectives in English, difficulties in language components and skills, and their awareness of the importance of English for themselves. Through the filled questionnaire it is found data as served below:

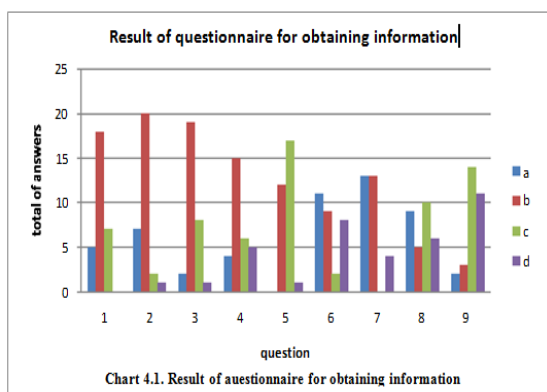
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The students' perspective of English was tested through question number 1 in the questionnaire which asks them whether they like English or not. It is found that 18 students or 60% answer option b that they like English. 7 students or 23% state that their perspective is ordinary. However,

from 30 students, only 5 students or 17% state they like very much and none of them state do not like. This condition leads to a benefit for the teacher when the students have already owned good perspective of English; the teaching-learning process becomes easier.

The result of needs analysis is intended to gain students' needs in four aspects such as significance of the needed skills, the content materials, and the teaching model needed by the students. The first instrument used is a set of questionnaire with 9 questions. Second, two sets of interviews intended to subject specialist and person working in the governances.

The data obtained from the questionnaire are presented in chart. The result of need analysis from interviews is exposed in descriptive qualitative way. All of the information is gathered and then described qualitatively.

The result two sets of interviews had been done by the developer in which each one has its purpose. The first interview was intended to one lecturer in this faculty teaching two subjects; the governance and accounting. He has been teaching in this faculty since 2000 with his experiences of Public Administration Departments through his participation in a number of national training and workshops.

FGD (Focus on Group Discussion)

Involving two parties (people from Public Administration Departments and people from the governance), FGD was conducted with an important goal, i.e. to find suggestion and sequence the topics presented in the materials. There were two lecturers from Public Administration Departments and two persons from the governances.

What topics to present in the materials were crucial for the developer since he only has the language instead of the contents gathering two lecturers teaching Public Administration Departments specialized in Islamic accounting and in Basic Public Administration Departments, the developer attempted to have fruitful discussion concerning worth topics might be appropriate to present in the materials. Resulted data, gained from interview with expert of Public Administration Departments, became the main reference for further discussion with the two people. The difference, however, the data obtained from the interview merely represented main points with no further details of what to present or to cover. So, this phase focused more to details of what to present on each units.

Result of Expert Judgment

There are two experts involved in this phase in which the developer appointed expert in ESP and expert in Public

Administration Departments teaching in Stisospol “Waskita Dharma” Malang.

The initial Intensive consultation to the expert of ESP course design result a significant revision for text book improvement in the aspect of layout. This aspect needed revising inasmuch as students as the users of materials were likely to get less attracted to read and follow the activities in the materials. Appearance of the book is out of question to improve. Students’ attention are ought to be caught through the first impression when they firstly look at the book before they read more. On the text book evaluation guide, the expert of ESP course design gave not quite satisfying score as she observed. In the column D of the rubric she gave ‘poor’ for book cover. Still the same category, she gave score ‘adequate’ for visual imagery, picture illustrations, and text appearance. In spite of imaging does not contain the most important aspect, the developer seemed to revise it to make more sense of appealing to the readers.

Revision

All of suggestions given by expert in the previous phase of development were very precious for the developer to attain improvement of the materials. All of aspects concerning with weaknesses of the developed instructional materials had been

made based on the suggestions. The developer did what it took to make the revised materials better than before.

Result of Field Tryouts

To obtain the empirical validity of the materials, the developer conducted field tryout for three units. Of course, with research limitation in the terms of time and permission encountered by the developer during research period, it was unlikely possible for him to do field tryouts for the whole units. Field tryouts were held from Mei 6 to 17, 2014 based on the given permission by the secretary of the department. There were three classes involved in these tryouts namely Class A, B, and C of which each class was taught with different units. Seeing this limitation, the developer chose three important chapters for the tryouts: Chapter 1 (Good Government), Chapter 2 (Human Resource), and Chapter 7 (Economic Growth).

The developer acted as a collaborator of the English lecturer teaching English 3 course as well as the classroom observer to see the effectiveness of the materials from students' activities and responses. This role resulted field notes for necessary revision of some parts of materials which needed to be improved.

Revision

For the second time, revision was required after the first one given from expert of ESP course development and expert of Public Administration Department. This second revision was based on two aspects covering result of tryouts and students' judgment to the book. To sum up, required revision gained from three units had been accomplished. Paralleling the whole materials, the addition of pronunciation guide or practice had been made in the reading-writing section. Acting as the observer, the developer felt to necessarily add some pronunciation guide or hints such as diphthong, minimal pairs, stressing, and its game for fun activity. Pronunciation practice was in line with the result of needs analysis in the beginning of research. Field tryouts proved that it was very effective in meeting their needs in pronunciation improvement. Apart from conversation, some images also needed to be added in some units mainly in unit 7 enabling them to sharpen their visual imagery about listening topic. Last, several instructions had been improved to enhance students' understanding of what they were likely to do for the tasks. Having revised all things necessary during tryouts, it means that the materials had already got empirical validity till it would finally be validated by expert in the next stage of this Research and Development.

Expert Validation

Expert validation resembles the final step in this process of textbook development. Finished checking revisions, the expert of ESP course design decided that the instructional materials was finally been validated on May June 3, 2014 by the expert of Public Administration Departments, and on June 10, 2014 for the expert of ESP course design.

Sections in the Product of Materials

Contextual Teaching and Learning (CTL) is the base how these instructional materials were composed. Highlighting experiential learning as the core of CTL, the developer connected it into the language learning in the classroom. In CTL, students are expected to connect abstract ideas with practical application in the real world context (Komalasari, 2010:06). Attaining the goal, the developer really applied the so called 'meaningful learning' into the experiential learning by designing such activities based on their field of study.

Five sections of the materials have been designed to meet the pillars of all seven pillars of CTL namely constructivism, questioning, inquiry, modeling, learning community, authentic assessment, and reflection.

CONCLUSION

English competence in communication skills has been identified as the problem faced by the students of public administration departments. The problem has been caused by the existing materials adopting merely general English with the emphasis of grammar based teaching. The goal of the curriculum requiring the students to be able to develop communicative competence is still in doubt in its practice. Students who take English 3 course are merely taught English structures rather than using it in the real context of language.

To develop those skills, the officials in the department may not shelve their content, i.e. Public Administration Departments which becomes a part of ESP. One significant way of troubleshooting the problem is there is a necessary a set of materials enabling them to develop their communicative skills, both written and spoken communicative skills. After all, Public Administration Departments as one of non-English Departments is a snapshot that ESP should be sustained to meet what the students really need in the future concerning with their English.

This R&D of ESP for Public Administration Departments was conducted through two main stages namely research stage and development stage. Research stage was initiated with

acquiring any information about the conditions of the students and revealing what problem of learning they might encounter. In addition, needs assessment was needed as the base how the developer developed the materials. Needs assessment itself leads to several research instruments such as questionnaire for the students and interview for the subject specialists. The development stage, however, resembles writing the materials with the base of the result of needs analysis. To attain the validity of the materials, the developer needed to consult with experts for necessary revision. Finished with the consultation, the materials needed a set of tryouts in a small group of students. Revision for the second time was also needed before they are really able to be used in the real classroom.

The resulted product of materials having been validated, of course, has a number of strengths. According to the curriculum requiring international content integration, this product of materials has been suitable for it proven with its synchronization with students' needs in semester 3. Content matters a prime basis of which an ESP materials are composed, not only used to being in academic context, students could also enhance their communicative skills through functional expressions they will need in the future

job and on the job training. In addition, this product of materials provides effective learning mode with the principles of CTL highlighting experiential learning with the goal to more productive learning. Real-world tasking enables them to produce more target language in order they to develop their communicative skills. The third strength appears in this product of materials in the matter of attractiveness. High esthetic pictures concerning with the topics and cover of the book could attract students as the users of the materials. The developer used pictures since they have been found unavoidable to attract the readers whether they like the materials or not. Language authenticity, however, becomes the next strength.

This product of materials has several authentic sources making the product has language authenticity. Last, these materials can only be applied not only in Public Administration Department. Although having a bit similarity, one another department in the faculty, i.e. Public Administration Departments, is not appropriate for use. Public Administration Departments seems to focus the study and practice to monetary and business in global contexts. Public Administration Departments, however, has a quite similarity with Public Administration

Departments in the matter of its study scope concern with Business context. English teachers from Public Administration Departments, in fact, could not use this product because of its incompleteness of materials in Social Communication. Further research was really in need for its completeness.

Teacher as the instructor and students as the users of the product are likely to find possible problems during or when the materials are finished being taught. English Course program concerning to Public Administration Departments content can only be implemented in semester 3. This reality makes the course developer only to develop materials for the very important aspects only. Critical students might be questioning why public administration departments content is applied in one semester only. Students might be aware that they need more contents instead of general English in Semester 2, for instance. Second, this product of materials emphasizes its importance of international and business content rather than general English that has been taught in Intensive English 1 and 2, English course 1, and English course 2. Students are taught general English no more. This product of materials does not adopt grammatical expression or explanation. As a result, grammatical errors might

come from students in producing target language. Teachers as the classroom instructor are expected to anticipate this possible problem.

Those possible problems might come during the learning process can be anticipated by the teachers. First, teachers should maximize the materials to develop more communicative skills in one semester based on the curriculum. Despite one semester use, the product of materials should be useful for students if teachers are able to maximize the activities on each unit. Second, feedback from teachers takes important role in assisting students correct their errors. Feedback provided by teachers is meant to minimize repeated errors made by students. Last, integrated skill teaching needs to be implemented in every teaching session in the classroom. It is believed that communicative competence either written or oral way is more enhanced by not focusing merely on one skill for one meeting. Such awareness of the problems and how to deal with them is important for teachers to notice.

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