

THE EFFECTS OF COOPERATIVE LEARNING MODEL THREE MINUTES REVIEW TOWARDS STUDENT'S WRITING SKILL (An Experiment at State Junior High School in Bekasi)

Reknosari

Department of English Education, Faculty of Language and Art, University of Indraprasta PGRI
Jalan Nangka No. 58C Tanjung Barat, Jagakarsa, Jakarta Selatan 12530
eno_25985@yahoo.co.id

ABSTRACT

This research is aimed to get empirical data and analyze the effects of cooperative learning model three minutes review towards student's writing skill at state junior high school in Bekasi. Data collection was done by giving test for writing test given to the eighth grade students at SMPN 24 Bekasi. Due to the result, it can be inferred that the result of writing skill of students is better to those who use cooperative learning model three minutes review. In relation to the result of the research, teachers are expected to use cooperative learning model three minutes review in motivating student's writing skill. Teachers have to follow seminar and short courses in improving their teaching skills. School has to facilitate teachers and students in order to create conducive atmosphere of teaching and learning process.

Key words: writing skill, cooperative learning model, three minutes review model

ABSTRAK

Penelitian ini bertujuan untuk memperoleh data empirik dan menganalisa pengaruh model pembelajaran kooperatif model three minutes review terhadap kemampuan menulis siswa di Sekolah Menengah Negeri (SMPN) di Bekasi. Pengumpulan data dilakukan dengan memberikan tes tulis yang diberikan kepada para siswa kelas VIII di SMPN 24 Bekasi. Dari hasil tersebut diperoleh hasilnya bahwa keterampilan menulis para siswa yang menggunakan model pembelajaran kooperatif model three minutes review hasilnya lebih baik. Berkaitan dengan hasil penelitian itu, para guru diharapkan menggunakan model pembelajaran kooperatif model three minutes review dalam memotivasi keterampilan menulis para siswa. Para guru disarankan untuk mengikuti seminar dan pelatihan singkat dalam meningkatkan kemampuan mengajar mereka. Sekolah harus memfasilitasi para guru untuk membuat suasana kondusif ketika proses belajar dan mengajar.

Kata kunci: keterampilan menulis, model pembelajaran kooperatif, model three minutes review

INTRODUCTION

Writing is the most difficult skill for L2 learners to master. It lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more pronounced if their language proficiency is weak. The reason why writing skill is necessary to be learnt by students because through writing, students not only can use their critical thinking but also express their ideas, opinions, and feelings as the production skill and also the output from reading input. Writing is necessary to be learnt by students as the output or production skill that students have after learning process. Writing represents a language in a textual medium through the use of a set of signs or symbols. It is written which designates the activity of writing. Writing is also distinctly human activity speculatively designated as coincidental as a human origin.

The sub-skill of writing that students need to learn especially in junior high school especially at the eighth grade is a year of visible progress in reading, writing, and language arts. By the end of the eighth grade, students are expected to develop appropriate writing skills, accurately apply punctuation, grammar, and syntax skills, develop complex grade appropriate vocabulary, read with fluency while applying comprehension strategies. At the eighth grade, students learn how to identify word meanings based on their root, prefix or suffix. Based on the curriculum which is used in Indonesia, in developing and improving the eighth grade students' skill in writing at the second semester, they are expected to be

able to understand the meaning in simple text in recount and narrative text and implemented them on their society. That is why the researcher chooses narrative text in measuring the students' skill in writing test.

By looking at the total number of students who are participating in studying in class, one of the best approaches or teaching strategy which is appropriate to be implemented in teaching in the classroom is cooperative learning. It involves more than students working together on a lab or field project. It requires teachers to structure cooperative interdependence among the students. It is not just working in groups but also gives positive interdependence. There are many learning models in cooperative learning model but in this research the researcher chose cooperative learning model three minutes review. It is assumed appropriate with the condition of classes and problems that most teachers faced in teaching in the classroom.

Teaching at Junior high school still based on the formal aspects of the language. Teachers insist on asking their students to understand every single word they listen to or read, or expect their students to write or speak without making mistakes normally found in the process of a language acquisition. Different approaches as the age of the young learners make the teaching formal aspects not advisable. That is why the government, the ministry of national education has decided to establish the main purpose of the English Foreign Language teaching in improving the four skills: listening, speaking, reading, and writing through strategies of teaching which can be implemented in the classroom and can be followed by the students. Therefore, this research uses experimental research that aims to investigate whether there are the effects

of cooperative learning model three minutes review towards student's writing skill at state junior high school in Bekasi.

The term 'English as an international language' does not refer to a single phenomenon but is used by different researchers to refer to a different entity. Barber, et al (2012) said that English is also an official language and plays a major role in government and administration. It is also used as a language of wider communication, at any rate among the higher socio-economic groups.

English sometimes described as the first global lingua franca. It is the dominant language or in some instances even the required. By using English as a global lingua franca, people get easy in doing communication from people coming from different countries. Communication becomes easy and enjoyable when speaker and hearer understand each other. The global status of English has brought with it varied implications both for its development and its teaching. English has achieved its international status and been globalized, that is for all and for cross-cultural communication still has many limitations.

Crystal (2012) said that since the 1960s, English has become the normal medium of instruction in higher education for many countries and is increasingly used in several where the language has no official status. English is the language not only of England but of the extensive colonies associated in the British Empire, and it is the language of the United States.

The variety of English as an international language has not developed yet and the imposition of standards in a top down manner cannot escape the charges of prescriptivism. Even the empirical efforts, though they seem to

have some merit, seem to be an early attempt in the description of English as an international language since English in the expanding circle has not yet been institutionalized unlike the outer circle varieties of English.

Prioritizing L2 users and their competence or proficiency indicate the importance and necessity of defining competence in relation to English as an international language. For the most part English functions as an international language in such domains as science, commerce, technology, and tourism and those bilingual speakers will use English for cross cultural communication.

Teaching English as international language pedagogy is of crucial importance for curriculum or syllabus design specifications since it will serve as the model to inform pedagogical instruction. In the case of outer circle varieties of English the issue of a pedagogical model seems to be less controversial. By accepting deviations occurring in these varieties as innovations, codifying these innovations, making pedagogical materials like dictionaries and textbooks more available and establishing proficiency tests to assess the learners' achievements, these countries will no longer need native speaker models in pedagogy. In the case of English as international language pedagogy, however, there are different views about what characterizes English as an international language. The general consensus, however, is that native speaker norms of use are no longer appropriate for intercultural communication and in international interactions accommodation and mutual intelligibility are the desired goals.

Definition of writing is the process whereby a person selects, develops, arranges, and expresses ideas in units of discourse. The end product from reading

activities is writing. Writing is a complex process reflecting the writers' communicative skills that needs to be majored in learning a language, in this case is English.

The teachers must take their major problems in writing into account if they are expecting a favorable outcome to help English as Foreign Language (EFL) students write in English appropriately. Writing is a complex activity, a social act which reflects the writer's communicative skills which is difficult to develop and learn, especially in an EFL context. Examining the features of EFL writing tasks and the students' problems in performing the task would certainly be pedagogically beneficial. Language accuracy is also very significant that cannot stand alone giving result in effective writing that includes grammar, vocabulary and syntax is essential for a well written report. Examining the features of EFL writing tasks and the students' problems in performing the task would certainly be pedagogically beneficial.

Writing skill as one of skills that needs to be improved and practiced. Through writing someone can express his or her ideas and thoughts into written form. A piece of writing might be good in terms of language. It might not succeed the goal it has been written for and is unable to produce an effective text. In most cases, learners have problems both in language and writing skills. The ability of teachers in motivating the students to be familiar and do more practice in writing are very needed in improving student's writing skill. Grammar instructions at the level of text where personal intentions are filtered through the typical rhetorical forms are available to accomplish particular social purposes.

Some factors that make students think that writing is difficult are the

students' low knowledge of vocabulary and finally their low motivation for learning writing. For many students, writing is a nightmare especially for those who do not like reading so much. To be able to help EFL students write in English appropriately, there is a need for teachers to take the processes involved in good writing and the favorable outcomes of a writing program into account.

To solve problems in the way of effective teaching of writing some recommendations are presented here after. As the language teaching approaches have moved toward discourse aspects of the language, as teachers of writing, need to develop an appropriate approach in the writing classes. Teachers need to change our one-dimensional focus, i.e. reinforcement of grammatical and lexical patterns to the content and self-expression. It is concluded that more class hours are needed to offer the students the chance to use and experiment with the features of good writing discussed in classroom. It is recommended that the authorities and curriculum planners arrange the right and best courses in a way to expose to English language and other general courses before starting their specialized courses. More courses and, as a result, more hours are needed to be allocated to EFL and specifically to writing courses. As to the students' low motivation, we have to react thoughtfully to their writing. This could be of great significance because careless reaction could discourage the students from actively developing their writing 'power'.

The teachers mostly focus on sentence level problems and try to correct the compositions sentence by sentence. The students must have more opportunity to write. As teachers, we need to facilitate the planning and

production stages of writing for adult students of English as a foreign language.

From the description above we may conclude that writing in English is a complex process where language accuracy is also significant part of the teachers' ability to do more practice in motivating the students' writing skill is really needed.

Writing skill is language skill least used by many people on their first languages. In writing activities at junior high school, students are expected to be able to understand the purpose of writing especially in English writing skill. As many research said that the common purposes of writing are used to inform and persuade the readers. A teacher is expected to introduce the students about the writing components in improving their English writing.

The components are; content, form, grammar, style, and mechanism. Content is used to show the substances of writing where ideas and thoughts are expressed in written text. The form is the way of organizing of the content, while grammar is the usage of forms and structure and patterns in this case is English sentence pattern. Style is a language structure and vocabulary to make the writing looks different and the last is mechanism that is the usage of symbols or punctuations in a language.

Richards & Renandya (2002) in his book entitled *Methodology in Language Teaching* said that there are four steps of basic in writing, they are; planning, drafting, revising, and editing. Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. The learning experiences include group brainstorming, clustering, rapid free writing, Wh-questions. Next, is drafting, the writers are focused on the fluency of writing and are not

preoccupied with grammatical accuracy or the neatness of the draft. In revising, students review their texts on the basis of the feedback, it is not only merely checking for language errors but it is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. And the last stage is editing, in this stage students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

From the description above we may conclude that English writing skill is the skill which is least used by most people in their native language in literacy education at the secondary level, high-lighting the differences between speech and writing. That is why five main categories on writing in the classroom need to be implemented through four steps of basic in writing, they are; planning, drafting, revising, and editing to be good at English writing skill.

Learning is a process of getting new information, knowledge and skills, it is also a relatively change in behaviors and attitudes. Learning can be understood as a phase change of the behavior of individuals who are relatively sedentary as a result of experience and interaction with the environment involving cognitive processes.

In Merriam Webster Dictionary the definition of learning are as follows: the act or experience of one that learns, knowledge or skill acquired by instruction or study, modification of a behavioral tendency by experience (as exposure to conditioning). Brown (2000:7) sums up the definition of

learning as follows: learning is acquisition or “getting”. Learning is retention of information or skill. Retention implies storage systems, memory, and cognitive organization. Learning involves active, conscious focus on and acting upon events outside or inside organism. Learning is relatively permanent but subject to forgetting. Learning involves some form of practice, perhaps reinforced practice. Learning is a change in behavior. It can be inferred that learning is a process of an active, conscious focus, and practice in order to get new knowledge, information and skills. It involves the permanent change in behaviors and attitudes. It is a phase change of the behavior of individuals who are relatively sedentary as a result of experience and interaction with the environment involving cognitive processes.

Cooperative learning model is a teaching approach that is unique in its own way. Cooperative learning model is when individuals come together as a group to teach each other what they know or understand of any given subject. Research on cooperative learning model demonstrated “overwhelmingly positive” results and confirmed that cooperative modes are cross-curricular. Cooperative learning model requires students to engage in group activities that increase learning and adds other important dimensions. The positive outcomes include: academic gains, improved race relations and increased personal and social development.

Students who fully participated in group activities, exhibited collaborative behaviors, provided constructive feedback and cooperated with their group had a higher likelihood of receiving higher test scores and course grades at the end of the semester.



Figure 1
Five Elements in Cooperative Learning Model

Students of all ability levels show higher academic achievement; females, members of minority groups, and students at risk for academic failure are especially likely to show increased achievement.



Figure 2
Learning Pyramid

Cooperative learning model allows the teacher to actively involve students in discovering knowledge through a new learning process. The learning process takes place through dialogue among the students. Dialogue can be achieved through formulated questions, discussions, explanations, debates, writings, and brainstorming during class. Projects that require a wide

range of talents and skills can be assigned to each group member, contributing to the group's overall success. Assigning different roles to different students and providing scripts for interaction is another application of cooperative learning model.

From the description above we may conclude that cooperative learning model is a form of active learning where students work together in cooperative arrangements to either competitive or individualistic structures on a variety of outcome measures as an active pedagogy that fosters higher academic achievement.

One of the learning models that is significantly applied in classroom context is called by three minutes review model. It is one of teaching models in cooperative learning model, each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

Some research have been discussed about cooperative learning model, as Barkley, et al. (2005:17-18) stated as follows:

“In extensive meta-analyses across hundreds of studies, cooperative arrangements were found superior to either competitive or individualistic structures on a variety of outcome measures, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another”.

Accordingly, Brady & Tsay (2010) report that students who fully

participated in group activities, exhibited collaborative behaviors, provided constructive feedback and cooperated with their group had a higher likelihood of receiving higher test scores and course grades at the end of the semester. Results from Brady & Tsay's study support the notion that cooperative learning model is an active pedagogy that fosters higher academic achievement. The terms *group learning* and *cooperative learning model* are often used as if they meant the same thing. In fact, group work means several students working together and working together doesn't necessarily involve cooperation. “Cooperative learning model is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group” (Woolfolk, 2001:340).

Students in their group can ask clarifying questions to the other members or answer questions of others. Based on the results of previous studies of alternative curriculum-based measures in writing and was designed to examine teachers' preferred assessment and scoring methods which best represent student writing abilities when using curriculum based measurement and other assessment procedures. Several phases were followed in the construction of the survey. A literature review was conducted to determine potential scoring methods that have been used to assess writing ability. Based on information obtained from the literature, an initial draft of the survey was developed to obtain teachers' ratings on individual types of assessment and scoring methods.

From the explanation above we may conclude that three minutes review is a model in cooperative learning model in the time where teachers stop any time during a lecture or discussion and gives teams three minutes to review what has

been said, ask clarifying questions or answer questions. the main strategies in *Cooperative learning model* are *think-pair share*, *three step interview*, *round robin*, *brainstorming*, *jigsaw*, *send a problem*, and *three-minute review* that focus on interaction aspect, share opinions, responsibility, positive interdependence that builds students' self-esteem and working ability in a team so they are able to do problem solving. For the students who have high reading habit, it will be useful. That is why the researcher chose this model to measure the student's writing skill as the interaction effects of cooperative learning model and reading habit to the eighth grade students at state junior high school in Bekasi.

METHOD

In reading literature and research, there has been a great deal of information about model of reading process that applicable to reading in first language (L1), second language (L2), or foreign language. The theoretical framework of this study is represented in the following conceptual model, when underlying the research. In the above framework are the students of junior high school in state schools in Bekasi using cooperative learning model to improve their writing skill.

From the explanation above, the researcher draws the frame of thinking, they are; the effect of learning model towards the student's writing skill at state junior high school in Bekasi. Student's writing skill is determined on internal factor and external factor. One of external factors is learning model. This research chosen cooperative learning model as an approach designed to foster cooperation rather than competition, to develop critical thinking skills, and develop communicative competence through socially structured interaction

activities. It also provides a change from the normal pace of classroom events and to increase the amount of student participation in lessons. Group activities are the major model of learning and are part of a comprehensive theory and system for the use for the use of group work in teaching and carefully planned to maximize students' interaction and to facilitate students' contributions to each other's learning. Through cooperative learning model students are expected to be able to improve their writing skill as one of skills that needs to be fulfilled as the output of reading activities. In cooperative learning model, the researcher uses Three Minutes Review (TMR) model.

Three Minutes Review (TMR) is one of teaching models in cooperative learning model, each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. In choosing the best learning model in the classroom, the students prefer using Three Minutes Review (TMR) model to Think-Pair-Share (TPS) model. It is predicted that student's writing skill with Three Minutes Review (TMR) model in class is higher than the class. By using the teaching models which are implemented in classroom research where students can be more attractive, more critical and more imaginative to explore their knowledge so that there is the effect of the class using Three Minutes Review (TMR) towards the student's writing skill at state junior high school in Bekasi.

The research is about the effects of cooperative learning model three minutes review towards student's writing skill has been done in state junior high schools in Bekasi. The researcher

chose SMPN 24 Bekasi, located at Jl Garuda No. 24 Bumi Dirgantara Permai Jatisari-Jatiasih, Bekasi 17426. SMPN 24 Bekasi is a state junior high school which has 366 students of the eighth grade with 189 male students and 177 female students. They are divided into 8 classes. It is one of the best schools in Bekasi.

Arikunto (2002) states that sample is a subset of the population, selected in some prescribed manner for study. The research used random sampling in taken the sample. Gay (2000) affirms that random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The researcher using such a sample cannot scientifically make generalizations about the total population from this sample because it would not be representative enough (Sugiyono, 2004). Therefore in this research the writer takes randomly the eighth grade students at SMPN 24 Bekasi.

In this research, the data sources of independent variable is treatment For writing skill, it is measured by giving a writing test about making a simple narrative text meanwhile the data sources of dependent variable is from the writing test of 60 students as respondents or sample of this research.

The instruments of writing test used are conceptual definition, operational definition and blue print instrument. Of which a conceptual

definition, writing is said to be as a complex process reflecting the writers' communicative skills that needs to be majored in learning a language, in this case is English as a social act which reflects the writer's communicative skills which is difficult to develop and learn, especially in an EFL context.

Moreover, in the operational definition, English writing skill is the skill which is least used by most people in their native language in literacy education at the secondary level, highlighting the differences between speech and written. Writing test is given to measure the students' writing skill. The topic which is chosen is about writing a narrative text. The text which is written is about the students' experiences or any kinds of titles related with narrative text. The scoring system which is used is the range between 1 until 100. The criteria are classified based on the indicators which are measured where the highest score for content is 30, organization is 20, vocabulary is 20, language is 5, and mechanics is 25.

Blue print Instrument is known as the research instrument which is used in this research is the writing test for knowing students' writing skill. The test in this research is an essay question about making a narrative text based on the students' experiences. The text is focused on the usage of past tense in order to make the students get easier in making a simple and easy text in English. The writer makes the blue print instrument of writing test as follows.

Table 1
Writing Test Blue Print Instruments

Variable	Indicator	Type of Question	Total of Question
Writing Skill	1. Content	Essay	1
	2. Organization		

3. Vocabulary

4. Language

5. Mechanics

In content aspect, the students are asked to show their ideas accurately based on the theme which is being discussed on narrative text. In organization aspect, the students are asked to express their ideas in a paragraph fluently, arrangement and organization in sentences to relate sentence to others.

In vocabulary aspect, the usage of vocabulary and choice of words which

are appropriate to be used and the level of vocabulary usage which are used in written text.

In language aspect, sentence structure and grammatical structure that are used included tenses, word order, article, pronoun to give clear meaning from the text. And in mechanics aspect, it is focused on spelling, punctuation, capitalization in appropriate use.

Table 2
Writing Skill Test Scale Score

Indicators	Scale Score	Level	Description
Content	30-27	Very good	Very understandable ideas accurately based on the theme, very broad and very complete, very clear, very suitable with the title
	26-22	Good	Understandable ideas accurately based on the theme, broad and complete, clear, suitable with the title
	21-17	Quite good	Quite understandable ideas accurately based on the theme,, quite broad and quite complete, quite clear, quite suitable with the title
	16-13	Poor	Not understandable ideas accurately based on the theme,, not complete, not suitable with the title
Organization	20-18	Very good	Very good in arrangement and organization in sentences to relate sentence to others, very neat and very logic, very clear, very suitable with the topic
	17-14	Good	Good in arrangement and organization in sentences to relate sentence to others, very neat and very logic, very clear, very suitable with the topic
	13-10	Quite good	Quite good arrangement and organization in sentences to relate sentence to others, very neat and very

			logic, very clear, very suitable with the topic
	9-7	Poor	Not in good arrangement and organization in sentences to relate sentence to others, very neat and very logic, very clear, very suitable with the topic
	20-18	Very good	Very broad in usage of vocabulary and choice of words which are appropriate to be used and the level of vocabulary usage which are used in written text, really effective and best choice of words
	17-14	Good	Broad in usage of vocabulary and choice of words which are appropriate to be used and the level of vocabulary usage which are used in written text, effective and good choice of words
Vocabulary	13-10	Quite good	Quite broad in usage of vocabulary and choice of words which are appropriate to be used and the level of vocabulary usage which are used in written text, quite effective and quite good choice of words
	9-7	Poor	Not broad in usage of vocabulary and choice of words which are appropriate to be used and the level of vocabulary usage which are used in written text, not effective, inappropriate words chosen
	25-22	Very good	Very understandable in sentence structure and grammatical structure which are used included tenses, word order, article, pronoun to give very clear meaning from the text
	21-18	Good	Understandable in sentence structure and grammatical structure which are used included tenses, word order, article, pronoun to give clear meaning from the text
Language	17-11	Quite good	Quite understandable in sentence structure and grammatical structure which are used included tenses, word order, article, pronoun to give quite clear meaning from the text
	10-5	Poor	Not understandable in sentence structure and grammatical structure which are used included tenses, word

			order, article, pronoun to give unclear meaning from the text
Mechanics	5	Very good	Very good in spelling, punctuation and capitalization
	4	Good	Good in spelling, punctuation and capitalization
	3	Quite good	Quite good in spelling, punctuation and capitalization
	2	Poor	Not good in spelling, punctuation and capitalization

The data is gained from simple statistic, consists of table of frequency distribution, histogram and polygon frequency, mean, median, mode and standard deviation (SD) using SPSS 20.

From 30 students who are chosen as sample in this research, they are treated using learning model three minutes review could get the lowest score is 30 and the highest score is 92 with mean is 63.83 and it is also supported by median is 70.50, mode is 77, and standard deviation is 18.97. Here is the complete data which is showed on table 3.

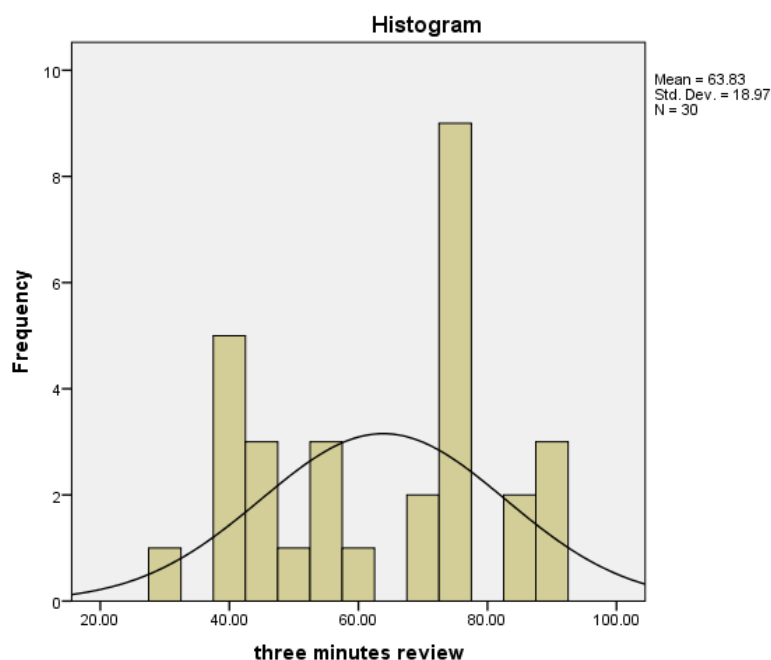
RESULTS AND DISCUSSION

1. The Result of Student's Writing Skill Taught by Learning model Three Minutes Review (A1)

Table 3
Statistics Descriptive of Student's Writing Skill
Taught by Cooperative Learning Model Three Minutes Review (A1)

N	Valid	30
	Missing	0
Mean		63.8333
Median		70.5000
Mode		77.00
Std. Deviation		18.97018
Variance		359.868
Minimum		30.00
Maximum		92.00
Sum		1915.00

To give more explanation from the data above, the researcher shows it into the graph below.



Graph 1
Histogram and Polygon Graph of Student's Writing Skill
Taught by Cooperative Learning Model Three Minutes Review (A1)

From the graph above, we can see that most students could get 63.83 with the highest score is 92 and the lowest score is 30. From all the data given above, we may conclude that the students' writing skill taught by learning model three minutes review in this research is quite good.

CONCLUSION

There are many factors affect someone's writing skill. One of them is about learning model. In this research, has been shown cooperative learning model three minutes review. Learning models should be explored in order not to make students frustrated when they are given writing test. The teachers together with the students are expected to cooperate each other in order to guide the students in the process of learning especially for the teachers and for the students please be more active and imaginative in the process of learning so that the goal of learning can be reached

well.

From the research results, students should realize that learning English needs more willingness and strategy in order to be able to achieve expected goals. Although strategy is one of thousands factors that influence learning goal, it should be generated or even accelerated by many ways, for example by using learning model three minutes review especially to the students at state junior high school in Bekasi.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Barber, C. et. al. (2012). *The English Language*. UK: Cambridge University Press.
- Crystal, D. (2012). *English As a Global Language Second Edition*. UK: Cambridge University Press.

Richards, J. C. & Renandya, W. A.
(2002). *Methodology in
Language Teaching: An
anthology of Current Practice.*

UK: Cambridge University
Press.

Sugiyono. (2008). *Metode Penelitian
Pendidikan.* Bandung: Alfabeta.