

THE IMPLEMENTATION OF TEAM BASED LEARNING TO ENHANCE STUDENTS' LEARNING MOTIVATION

Maliqul Hafis

English Education Study Program
Faculty of Language and Art Education of IKIP PGRI Pontianak
Jalan Ampera Nomor 88 Telp. (0561)748219 Fax. (0561) 6589855 Pontianak
e-mail: maliqulwiya@gmail.com

Abstract

Team Based Learning (TBL) is a teaching strategy where students work together in small groups on a structured activity and it is presumably able to enhance students' learning motivation and learning outcome. The data of this study were collected by using questionnaire, observation, interview and diary which used successively. Descriptive statistic and constant comparative method were used to analyze the data. The data analysis revealed that (1) TBL can enhance students' learning motivation (2) Difficulties of TBL when it was applied in enhancing students' learning motivation. The results of this study implies that TBL is strongly eligible to be implemented to enhance students learning motivation at class 9D Junior High School at Sragen, Central Java. As some difficulties are found in implementing TBL to improve students' learning motivation, it is important for the teachers to be able to identify the problems that they are facing while implementing TBL by referring to previous study, discussing with the other teachers asking directly to students what they are feeling when TBL was implementing.

Keywords: Team Based Learning, Students' Learning Motivation.

Abstrak

Team Based Learning (TBL) adalah strategi pengajaran di mana siswa bekerja sama dalam kelompok-kelompok kecil pada aktivitas terstruktur yang dapat meningkatkan motivasi belajar siswa dan hasil belajar. Data penelitian ini dikumpulkan dengan menggunakan kuesioner, observasi, wawancara dan buku harian yang digunakan berturut-turut. statistik deskriptif dan metode komparatif konstan digunakan untuk menganalisis analisis data. The data yang mengungkapkan bahwa motivasi belajar (2) Kesulitan dari TBL ketika diterapkan dalam meningkatkan siswa (1) TBL dapat meningkatkan motivasi siswa belajar. Hasil penelitian ini menunjukkan bahwa TBL adalah sangat layak untuk dilaksanakan untuk meningkatkan motivasi belajar siswa di kelas 9D SMP di Sragen, Jawa Tengah. Seperti beberapa kesulitan yang ditemukan dalam melaksanakan TBL untuk meningkatkan motivasi belajar siswa, penting bagi guru untuk dapat mengidentifikasi masalah yang guru hadapi saat implementasi TBL dengan mengacu pada penelitian sebelumnya, berdiskusi dengan guru-guru lain meminta secara langsung kepada siswa apa yang siswa rasakan saat TBL dilaksanakan.

Kata Kunci: Team Based Learning, Motivasi Belajar Siswa.

INTRODUCTION

Many factors play significant roles in the teaching and learning process in the classroom including teaching material, teaching media, teaching strategy, teachers and also students as the last destination of learning process. The students

also have to have the will and drive to learn and feel that the studies are relevant to them. They have to feel supported by their parents and teachers and feel safe to study in their place of learning. In short, they have to be motivated to learn. However, some of teachers still focus their teaching activity on delivering a curriculum to fulfil their target in teaching and learning process. They feel comfortable if they can teach all materials from curriculum in time. They rarely think to the growth of their students physically and mentally. It is enough for them if the students pay attention to the lesson quietly, work alone, and stop talking. As the result, students have traditionally been isolated communicatively and physically. Therefore, in the traditional model of the classroom, the students' motivation may diminish. It is because feelings of success and high motivation in learning is only performed by the students who are accustomed to the textbook-oriented, while those who cannot master the textbook will be unmotivated and feel unpretentious.

However, learning motivation has long been regarded as one of the essential factors in foreign language learning. Considerable empirical studies have been conducted on the role of motivation. Motivation is a fundamental element of students' learning; teachers can assist in increasing and developing motivation for optimal achievement in the classroom through facilitating an interesting classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers can empower students to find joy and excitement in students' learning (Valerio, 2012: 30). Motivations are usually classified as instrumental motivation and integrative motivation. An integrative motivation is employed when learners wish to integrate themselves within the culture of the second group, to identify themselves with and become a part of that society (Brown, 2000: 153-154). In contrast, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes, such as meeting the requirements for school or university graduation, getting a good job, requesting higher pay based on language ability, reading technical material, translation work or achieving a higher social status. Thus it was more functional reason for language learning. Student's motivation is an essential element that is necessary for quality of education. How do we know

when students are motivated on their learning? They pay attention, begin working on tasks immediately, questions and volunteer answers, and appear to be happy and eager (Palmer, 2007: 3).

This study was conducted toward students at class 9D Girl Islamic Junior High School at Sragen since the students in the classroom looked unmotivated. Normally, students in language learning should be motivated. Ur (1996: 274) believes that a motivated learner is one who is willing or even eager to invest effort in learning activities. On the other hand, it can be said that motivated learners can learn foreign language more effectively and can bear high expenses and make sacrifices in order to achieve their goals in learning English. Thus, Naiman et al. (Ur, 1996: 275) says that the most successful students do not come easily; they are those displaying certain typical characteristics, most of the characteristics clearly associated with motivation which include: (1) positive task orientation; (2) ego-involvement; (3) need for achievement; (4) high aspiration; (5) goal orientation; (6) perseverance; and (7) tolerance of ambiguity. Based on the pre observation and interview done in pre-research, the students were lack of motivation. It was indicated by: (1) the students were lack of positive task orientation. Positive task orientation means the students are willing to tackle task, willing to face the challenges and having confidence in their success. In reality, most students indicated passive in the classroom, lack of confident to come forward and express their ideas, and also students became quiet when the teacher asked them, "Is there any difficulty?" Or "Is there any question?"; (2) the students were lack of need for achievement. The need for achievement means the students have a need to achieve, to overcome difficulties and to success in what students set out to do. Besides, some students did not give full attention and lack of concentration to teacher's explanation; (3) the students were lack of high aspiration. High aspiration means the students are ambitions go for demanding challenges, high proficiency, and top grade. But in the classroom, students are prefer doing non-academic activities to doing academic activities (disturbing their friends). On the other hand, some students read book that is not related to the lesson discussed; (4) the students were lack of the goal orientation. Goal

orientation means the students are very aware of the goal of learning, the specific learning activities, and directing the students' effort toward achieving the goals. However, students are indicated sleepy in the classroom, often come late to come to the class, chat with classmate when teachers explain the lesson, and leave their book at dormitory; (5) the students were lack of perseverance. Perseverance means the students consistently invest a high level of effort in learning. In the classroom, students ask to go home early, ask permission to go to the toilet while learning activity was running or they are just asking permission to go outside with unclear reasons.

The situations above are caused by several factors. The factors come from the teacher, the students and teaching strategy. Specifically, the factors are addressed to: (1) the classroom environment that cannot encourage the students to do learning activity, including classroom management; (2) the teacher that dominates learning activity. It makes students do not get more opportunity to practice their ability; (3) in learning activity, the students that have to keep silent, only listen to the teacher. It makes the learner feel bored and sleepy; (4) the students that have low preparation and readiness to follow the learning activity; (5) the students that have low motivation in learning English. Many efforts have been applied by the teachers in one of Junior High School in Sragen to find better teaching formula to be implemented in the classroom especially to improve students' motivation on learning. In teaching and learning process, teacher sometimes encounters multitude factors that affect the success of teaching and learning for the students. The factors comprise of the purpose of learning, required time, facilitation, learner, teacher and teaching strategy.

In correlation to the issues above, Team Based Learning (TBL) was implemented at students 9D Girl Islamic Junior High School Sragen Central Java to overcome some problems that happened in the classroom. This method is used for large class to be divided into small group (called team), and fosters individual, small group, and class accountability. In TBL strategy, students will work in small groups usually consisting of five to seven students, communicate and learn from each other and are actively engaged and motivated with the teaching material.

TBL might be one of the solutions to overcome some problems in this study, because TBL is a teaching strategy in learning activity where students work together in small groups on a structured activity and it is presumably able to enhance the students' learning and their motivation for any subjects and skills. It is because in TBL setting, students can work together, share their strengths, improve the weaknesses TBL can also trigger the students to help each other. Thus, I plan to implement this teaching strategy to improve students' motivation on learning.

Teachers as facilitator in teaching and learning process in girls' Islamic junior high school at Sragen may implement Team Based Learning teaching strategy as the effort to foster students' motivation on learning English subject. In relation to the above condition, some previous studies have already discussed this issue in the different subject of the study. Some previous studies report that TBL is currently applied in schools and universities in every part of the world, in every subject area, with every age of learners. TBL is also believed to be able to give significant impact on students' learning, because this teaching strategy can improve students' motivation, interest, ability, competence, and their social skill. Therefore, the implementation of TBL would be equally interesting both for the lecturer and students. Hence, similar expectations in this study also addressed to class 9D Girl Islamic Junior High School at Sragen to implement Team Based Learning to enhance students' learning motivation in academic year of 2015/2016. To implement TBL Michaelsen, Sweet, and Parmalee (2009: 10) describe the general procedures in conducting TBL which is depicted by figure 1.

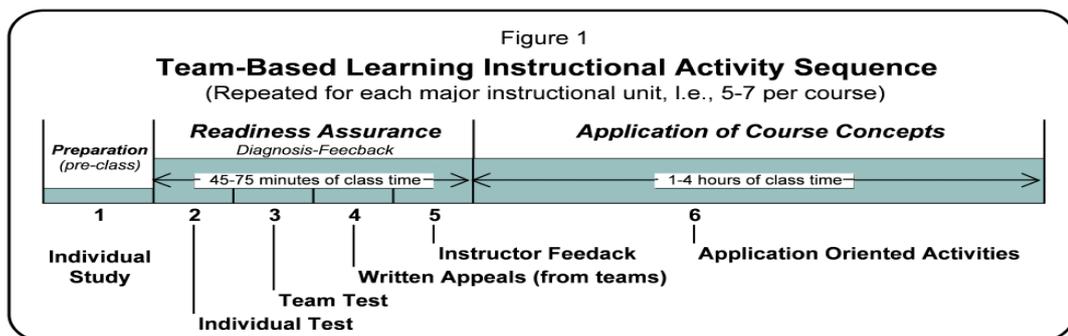


Figure 1. Procedure of Team Based Learning

Based on figure 1, it could be described that (1) Student study individually out of class as RAP stage; (2) The second stage, teacher will take a 10-question multiple-choice Readiness Assessment Test (RAT) to ensure that you understand the basic concepts in the assigned reading. Each individual RAT will take about 15 minutes. I will give you a study guide for each RAT outlining the key concepts you should know for the RAT but will not lecture on the material before you take the RAT. In other words, you are responsible for studying the assigned reading. You will receive an individual grade for your performance on each RAT; (3) After you have turned in your answers to the RAT, you will immediately retake the test with your team. At this point you should discuss your answers with your teammates and collectively decide on the correct answer for each question. This will take about 15 minutes. You will also receive a team grade for each RAT. Typically, team scores are significantly higher than individual scores on RATs; (4) Once all teams have turned in their RAT answer sheets, we will discuss the answers in class to make sure everyone understands the basic concepts. This RAT system allows you to master the key concepts without passively listening to a lecture that simply explains again what the book already says; (5) After the RAT, we will spend several class sessions working on questions and solving problems with your team. Since you already know the basic concepts, these class days allow you to explore the subtleties of the legal concepts. There will be assigned readings for each day, accompanied by a reading guide to help you understand the reading and prepare for class discussions; (6) At the end of the segment, you will both individually and in your team produce a memo analyzing a legal situation. This memo will allow you to show what you have learned so far both about the legal rules and critical and creative thinking; and (7) Then we will start a new segment with another RAT, and so on.

In accordance to the reason and its benefit of TBL as teaching strategy, it leads the researcher to conduct a research entitled “The Implementation of Team Based Learning (TBL) to Enhance Students’ Motivation on Learning” (A study of Classroom Action Research at one of Junior High School at Sragen in Academic Year of 2015/2016). I strongly believe that TBL will effectively enhance students’

motivation on learning, because learning activities on TBL will train and facilitate learners' readiness since they are out of classroom. So, of course learners will have their own mental picture toward what they will learn in the classroom. By having enough readiness related to the material that will be discussed in the classroom, it will impact learners' desire and motivation on learning either teaching material or classroom activities conducted by teachers. This study will focus on some objectives of the study. Therefore, there are some specifications to concern with, which include: (1) to find out whether and to what extent TBL can improve my students' Learning motivation in teaching English subject. (2) to investigate the difficulties in implementing this strategy to enhance students' learning motivation.

METHOD

Related to this study, I used Classroom Action Research because it deals with fact finding to practical problem solving in social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers and laymen Burns (1999: 30). The place of the research is Girl Islamic Junior High School at Sragen. It is located on Jalan Pringan RT 01 RW 01 Karang Tengah Kabupaten Sragen Central Java. There were 480 students who stay in this boarding school. The accreditation of this school was B that consists of two levels of education degree those were Junior High School and senior high school. In this school, men and women students stayed separated. Therefore, there were 4 classes in the seventh grade, 2 classes in the eighth grade, 2 classes in the ninth grade.

The subject of this research was the students of ninth year of Junior High School at Sragen. There were 4 classes of the ninth year, but the chosen class was IX santri putri that consists of 29 students. The researcher chose them as the representation of students who have problems with motivation on learning English subject. This class consisted of different level of competency in mastery of English language. For doing this research in this class, I planned to see the improvement of students' motivation on learning English subject. The second

subject of this research was the researcher. The researcher was a practitioner who implements the action. In this research, the researcher helped by the collaborator who was the English teacher in that class. the role of the collaborator in this research were participating in designing the plans, observing and making notes what happened in the classroom when the treatments were implemented to the students or while the treatment was applied, and giving suggestions for the better treatment.

The techniques in collecting the data were using; (1) Observation, a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur (Burns, 1999: 80); (2) Interview, interview should begin and finish on time. It direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents (Wallace, 1998: 149); (3) Questionnaire, according to Brown (2001: 6) questionnaires were any written instruments that present respondents with a series of questions or statements to which they were to react either by writing out their answers or selecting from among existing answers. As stated in Dornyei (2003: 9), questionnaires can yield three types of data about the respondents: factual, behavioural, and attitudinal. In this research, the researcher used attitudinal type of questionnaire. Attitudinal questions were used to find out what people think. (4) Diary The research diary was one of the most important research methods and it was very commonly used by teachers when they are doing the research. The researcher's diary contains information about the researcher, what the researcher does, and the process of research.

The stages in action research can be done in several stages such cycle of planning, action, observation and reflection. Based on Kemmis and McTaggart (Burns, 1999: 32) the first stage is developed a plan of critically informed action to improve what is already happening. The next stage is action to implement the plan. After doing action, observation is done to observe the effect of the critically informed action in the context in which it occurs. The fourth stages in the classroom action research is reflection that reflect on these effects as the basis for

further planning, subsequent critically informed action and so on, through a succession of stages.

In analysing the data, the researcher used Descriptive Statistic and Constant Comparative Method (CCM). Descriptive statistic was technique which was used to describe the basic feature of the data and present quantitative description including mean, media and percentage of questionnaire. CCM in this study was a method for analysing data by observing the teaching-learning process. Constant Comparative Method as suggested by Glaser and Strauss (Lincoln and Guba, 1985: 339) describe the constant comparative method as following four stages; comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

FINDINGS AND DISCUSSION

In analyzing the data of this research, the researcher found several findings to answer the problems of the research, they are: (1) Can TBL improve my students' learning motivation in English class? If yes, to what extent is its improvement?; and (2) What are the difficulties in implementing this strategy to enhance students' learning motivation?

The finding showed that using TBL in the process of teaching and learning made the students' learning motivation improve. It can be seen from the percentage of quantitative data, the result of questionnaire percentage was increased as displayed at Table 1:

Table 1. Percentage of Quantitative Data

No	Indicators	Before the action	Cycle 1	Cycle 2	Cycle 3
1	Positive task orientation	58.333%	59.20%	66.954%	67.672%
2	The need for achievement	54.60%	55.75%	65.95%	67.39%
3	High aspiration	52.59%	64.08%	64.94%	68.39%
4	Goal orientation	55.75%	59.63%	58.62%	69.97%
5	Perseverance	54.45%	56.90%	56.18%	69.11%
	TOTAL	55.14%	58.28%	62.53%	68.51%

The total percentage of questionnaire before the action was 55.14%, meanwhile in the cycle 1 was 58.28%, in the cycle 2 was 62.53%, and in the cycle 3 was 68.51%. In addition, the improvement of the students' learning motivation can be showed in Table 2:

Table 2.Improvement of the Students' Learning Motivation

Activity	Percentage	Improvement
pretest	55.14	
cycle1	58.28	3.14
cycle2	62.53	4.25
cycle3	68.51	5.98

Based on the table 2, it can be concluded that from pre research to cycle 1 there is improvement for about 3.14; from cycle 1 to cycle 2 there is improvement for about 4.25; from cycle 2 to cycle 3 there is improvement for about 5.98. Therefore, it was indicated that the students had significant improvement at the end of the research. Their percentage of questionnaire increased from cycle 1 to cycle 3.

Analyzing the data, I found some weaknesses of TBL when it is applied in enhancing students' learning motivation. Some difficulties of TBL, they are: (2a) avoiding the conflict between individual learners which effects to students' motivation in doing any activity when TBL is implemented (2b) some students avoid doing any work in group activities and let others do it all. (2c) ensuring students to consider for individual pre class preparation. Pre class preparation is important because Lack of preparation places clear limits on both individual learning and team development.

This action research which is implementing TBL can enhance students' learning motivation. The results of this research were satisfying in term of improvement of students' learning motivation. Hashilkar and Gelula (2014: 13) Team based learning which is based on working in groups can motivates students on their learning and affects positively their academic results either on their good assimilation of the learning outcomes or on their ability to memorize new acquisitions. In addition, Rania, Reborra, and Migliorini (2014: 20) state that TBL improves academic performance. Furthermore, they identified TBL is as very

constructive experience in improving students' academic result and stimulating a deeper learning. Rawekar, Garg, Jagzape, Deshpande, and Tankhiwale (2013: 12) TBL is teaching strategy to foster active learning environment in the classroom to obtain maximum result on team work. Gomez and Passerini (2010: 19) Team-based learning can impact on students learning motivation, enjoyment and team contributions on learning outcomes. Bayerle (2013: 45) Students were more active in their learning; show their enthusiasm; increased students' enjoyable and learning outcome.

There are some difficulties when TBL is applied in enhancing students' learning motivation. The findings showed that TBL can improve students' learning motivation. Jacobson (2011: 11) Group Cohesiveness should be built but coalitions within a group are likely to threaten its overall development (such as a boyfriend and girlfriend or fraternity brothers) or the potential for a cohesive subgroup based on background factors such as nationality, culture, or native language is likely to burden a group with insider and outsider tension that can plague the group throughout the term. However, Michaelsen and Sweet (2008: 13-25) Teacher should ensure that students have Pre class Preparation, Lack of preparation places clear limits on both individual learning and team development. Furthermore, lack of preparation also hinders the development of cohesiveness because those who do make the effort to be prepared will resent having to carry their peers. As a result, the effective use of learning groups clearly requires that individual students be made accountable for class preparation. Finally, Michaelsen and Sweet (2008: 13-25) Teacher should ensure that members contribute time and effort to group work. In order to accurately assess members' contributions to the success of their teams, members should be given the opportunity to evaluate one another's contributions to the activities of the team. Contributions to the team include activities such as individual preparation for teamwork, reliable class attendance, and attendance at team meetings that may have occurred outside class, positive contributions to team discussions, and valuing and encouraging contributions from fellow team members. Peer assessment is essential because

team members are typically the only ones who have enough information to evaluate one another's contributions accurately.

However, in this research showed that TBL helps the teacher to enhance students' learning motivation. TBL also helps students to make the students active and enjoy following all teaching activities on language learning. Specifically, TBL helps students to have positive task orientation, need for achievement, high aspiration, goal orientation, and perseverance on learning English subject.

CONCLUSION

After the researcher did the action research at class 9D Girl Islamic Junior High School Sragen by implementing TBL to enhance students' learning motivation, some conclusions were formulated. The finding showed that using TBL in the process of teaching and learning made the students' learning motivation improve. The result of observation and questionnaire showed that there is an improvement when TBL was applied to enhance students' learning motivation. By implementing this teaching strategy, students became active, happy, interested and joyful toward teaching and learning activity. However, there are some difficulties when TBL implemented to enhance students' learning motivation, they were: Avoiding the greater chance of conflict between individual learners which effects to group cohesiveness; some students avoid doing any work and let others do it all; and ensuring students consider for individual pre class preparation.

The result of the research shows that the teaching reading using TBL can improve the students' learning motivation; it means that TBL can be applied to improve students' learning motivation. Based on the whole cycles that have been applied in the class, TBL helps students to be an independent learner that can enhance positive task orientation, need for achievement, high aspiration, goal orientation, and perseverance of student on learning. In addition, difficulties of TBL when it was applied in enhancing students' learning motivation which include: avoiding the conflict between individual learners which effects to students motivation in doing any activity when TBL is implemented, some

students avoid doing any work in group activities and let others do it all, ensuring students to consider for individual pre class preparation. However, the teachers have to be able to adjust its procedures with students' condition, and time allocation they have. As some difficulties are found in implementing TBL to improve students' learning motivation, it is important for the teachers to be able to identify the problems that they are facing while implementing TBL. The teacher was also suggested to solve the problems by referring to previous study, discussing with the other teachers or senior teachers to talk the problems, and asking directly to students what they are feeling when TBL was implanting.

Based on the research result and conclusion, I would like to propose some suggestions for English teachers, the students, school principals and other researchers. It is important for teachers to understand the suitable method to improve the students' motivation on learning. The use of TBL was evident to be an appropriate strategy in improving and enhancing students' learning motivation on language learning. So teachers can use this strategy in their class, especially for those who have the same problem with students' motivation. As we know that motivation has a significant role on the success of language learning because motivation is the key of students' success in teaching learning process. But, before implementing the strategy, teachers should explain how to implement the teaching steps clearly. The teachers must guide the students patiently. Explain one by one the steps and the activities that can help students to build their interest, enjoyable, confidence on delivering ideas, opinions and creating positive atmosphere in teaching and learning process in the classroom. In addition, teacher might do another research regarding the implementation of TBL that could occur in other subjects of the study with different characteristics.

REFERENCES

- Bayerle, H. 2013. Team-Based Learning to Promote the Study of Greek. *Teaching Classical Languages 5.1 (Fall 2013)*: 15-29. ISSN 2160-2220.
- Brown, J. D. 2001. *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.

- Brown, H. D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Harlow: Longman.
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Cohen, L., et al. 2000. *Research Technique in Education Fifth Edition*. London: RoutledgeFalmer.
- Cohen, M. M. 2000. *Research Method in Education*, Fifth Edition. New York: RoutledgeFalmer.
- Dornyei, Z. 2003. *Questionnaires in Second Language Research*. London: Lawrence Erlbaum Associates Publishers.
- Lincoln, Y. S., & Guba, E. G. 1985. *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Hashilkar & Gelula. 2014. Effectiveness of Team Based Learning to Teach Pharmacology for Phase-II MBBS Students. *US National Library of Medicine Enlisted Journal*. ISSN 0974-1143. Al Ameen J Med Sc i 2014;7(3):181-187.
- Jacobson, T. E. 2011. Team-Based Learning in an IL Course *Communications in Information Literacy*. Volume 5, Issue 2, 2011.
- Michaelsen, L. K., Parmelee, D. X., McMahon, K. K., Levine, R. E., & Billings, D. M. 2008. Team-Based Learning for *Health Professions Education A Guide to Using Small Groups for Improving Learning*. Sterling, Virginia: stylus publishing, LLC.
- Michaelsen, L. K. & Sweet, M. 2008. The Essential Elements of Team-Based Learning. *New Directions for Teaching and Learning*, no. 116, Winter 2008. Published online in Wiley Inter Science. Available at: (www.interscience.wiley.com). DOI: 10.1002/tl.330 Wiley Periodicals, Inc.
- Michaelsen, L., Sweet, M., & Parmelee, D. 2009. *Team-Based Learning: Small Group Learning's Next Big Step*. *New Directions in Teaching and Learning*, 7-27.
- Palmer, D. 2007. What is The Best Way to Motivate Students in Science? *Teaching Science-The Journal of the Australian Science Teachers Association*, 53 (1), 38-42.

- Rania, R. & Migliorini. 2014. Team Based Learning: Enhancing Academic Performance of Psychology Students. *Procedia-Social and Behavioral Sciences*.174 (2015) 946-951.
- Rawekar, Garg, Jagzape, Deshpande, & Tankhiwale. 2013. Team Based Learning: A Controlled Trial of Active Learning in Large Group Setting. *IOSR Journal of Dental and Medical Sciences (IOSR-JDMS)*e-ISSN:2279-0853,p-ISSN:2279-0861.Volume 7, Issue 4 (May-Jun.2013), pp42-48. Available at: www.iosrjournals.org.
- Samad, Rashid, Rahman, & Hussien. 2014. Investigating the Implementation of Team Based Learning in A University Level Teacher Education Course. *International Journal of Asian Social Science*, 2014,4(2):249-257.
- Ur, P. 1996. *A course in Language Teaching*.Cambridge University Press.
- Valerio, K. M. 2012. Intrinsic motivation in the classroom *Journal of Student Engagement: Education matters*2012, 2 (1), 30–35.
- Wallace, M. 1998. *Action Research*. Cambridge: Cambridge University Press.