

STUDENTS' RESPONSES TO THE USE OF DRAMA TECHNIQUE IN LEARNING LITERATURE

By

Utut Kurniati, M.A.

ABSTRACT

This research aimed to investigate the students' motivation in learning Literature using drama technique, to show what kinds of difficulties faced by the students and to show the way how they overcome the problems. The subjects of the research were all the fifth semester students in the academic years of 2014/2015 of UNSWAGATI. There were 12 classes. Each consisted of 25 students. The researcher took K and L class as the sample of her study by using lottery. It means there were 50 students as the sample.

Referring to the research questions and the findings, the researcher found that students had high motivation in learning, facing some difficulties in the learning process like limited vocabularies, cultural gap, the length of the story and feeling shy to act. Concerning the problems, the students had done many solutions. They enriched their action by using gesture, asking their friends, opening notes, reading the script and watching the original videos.

There are some suggestions to enhance and find the best way in teaching literature. Practically, in order to gain the learning objective more optimal, lecturers are expected to be more creative in finding drama and enrich the class by teaching them cultural differences. For further research, drama is also possible to develop other language skills other than speaking.

Keywords: *Students' Responds, Drama, Literature*

A. INTRODUCTION

In the context of teaching, there are many studies investigate about drama. Some of them are Maley and Duff (1982: 236) talking about the benefits of using drama techniques; how it helps to learn new vocabulary, builds confidence, motivates students and helps shift the focus from lecturers to the students. Drama is a special communication situation which makes considerable demands on the flexibility and skills of the lecturer (Kao, 1998: 78). Furthermore, Morrow (1981:47) gave some guiding principles behind the use of the communicative activities. Susan Holden (198: 69) added some definitions as to what drama is and how it provides opportunities for a person to express themselves. The personal nature of improvisation provides many outlets for self-expression. Sam (1990: 136) explained about communicative approach, drama techniques, and value of drama in education, advantages and disadvantages of using drama in education. Lately, Davishaj (2009:64) in his action research explored that the most immediately apparent outcome of drama in teaching is acquisition and practice of new vocabulary, grammatical structures, and the performance of certain patterns of behavior through communicative activities.

In short, using drama technique in teaching has many importances. One of them has been stated by Heathcote (1983:701). She stated that an important value of using drama in the classroom is that "in drama the complexity of living is removed temporarily into this protected bower so that students not only can learn it and explore it, but also enjoy it." Heathcote also emphasized that drama

encourages enactment of many different social roles and engages many levels, styles, and uses of language. Language is the central tool and concern for Heathcote, who noted the crucial nature of communication in society and places communication at the centre of the educational system. Relating to the theories and the related literatures, this study is intended to explore students' motivation in learning Literature by using drama technique. The study was aimed to show the students respond, the difficulties faced by the students and how they overcome their problems in learning Literature by using drama technique.

B. RESEARCH METHOD

The case study (Merriam, 1998:97) was conducted to investigate classroom activities and students' responds when the teaching of literature through drama was implemented. This is in line with Merriam (1998:19) who stated that a case study design is employed to gain an in-depth understanding of the situation and meaning for those involved; and that the interest is in process rather than outcomes, in context rather than a specific variable. To obtain the data, two techniques of data collection were used in this study. The technique were classroom observation and questionnaire. In this context, classroom observation had been conducted to look into some activities performed in the teaching of literature process by using drama technique. The other was to look into the kinds of students' responses that the students carried out during the teaching and learning process, whether they are motivated or not. Meanwhile, questionnaire was administered to obtain the supporting data from the samples viewpoints.

MP3, a digital camera, and field note were also used to record the activities and situation occurred during the process.

In conducting the research, the population was all the fifth students in the academic years of 2014/2015. There were 12 classes. Each consisted of 25 students. It means that the population of this study covered 300 students. From the population, the researcher took some as the samples. Gall, Gall, and Borg (2003:167) defined sample as something about a smaller group of individuals which is attempt to discover and wish to learn. Then, they continue that the advantage of growing a small sample from a large target population is that it saves the time and expense of studying the entire population. Besides that, Johnson and Christensen (2000:158) assert that sample is a set of elements taken from a larger population according to a certain rules. They add that a sample is not as larger as population and is always smaller than a population. Based on the theories, the researcher picked out from the population some classes randomly. She took class K and L as the sample of her study by using lotte. Each classes consisted of 25 students. It means that the study involved 50 students as the sample.

Data collection is as a series of interrelated activities aimed at gathering good information to answer emerging research questions (Creswell, 1998). In collect the necessary data, the study used observation, interviews, and questionnaire. According to Cohen and Manion (1994) the use of two or more methods of data collection in the study of some aspect is called multiple triangulation. The reason of using

triangulation according to them is the methods contrast with each other, the greater the researcher's confidence.

The process of the study was started by doing class room observation. That was conducted before giving questionnaire and doing interview to collect the data that are related to the human behaviour, natural sign, working process and the respondent responses. Conducting the observation the researcher acted both as the lecture and as the observer. She made notetaking and recording to observe the students' activities during the class.

Having done the observation, she followed the process by distributing questionnaire. The questions had been developed based on the research questions. All the participans were involed to answer the administrated questions. The data gain from the questionnaire were used to support the information about thir motivation in learning English literature by using drama.

The last was carrying out interview. The questions proposed in the interview supported the questionnaire and it was detemined by the researcher to find out the students' difficulties and the way how they over come their problem in learning literature using darama. She carried out the interiew based on structure interview (Nunan, 1992:143). It was done because of the limitation of time. The researcher designed 10 questions. Some of them were open-ended and the others were close-ended questions. An open-ended question means a type of question that enables the participant to formulate his own answer, whereas a closed-ended question constrains are type of question which do not

provide any extent to the respondent to give the answer (Pelias, Boach & Seale, 2011:208).

The data of this research were analyzed through qualitative data analysis. It was immediately conducted after the data from classroom observation questionnaire, and interview transcription were available. A five-point Likert scale was used to measure the level of students' motivation in learning literature. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table 3.3:
Criteria of Low and High Motivated

Mean Range	Interpretation
-	High motivated
≤ 49%	Low motivated

All the data were collected based on the research questions stated in chapter one.

In order to protect the identity and confidentiality of the participants, the data were analyzed based on the item of each questions not on the participant, for example, the researcher counted how many respondents. At the last, the percentage of the data was taken based on the standard formula. The data from classroom observation were analyzed as the supporting data in answering the research questions. It means that the data gained from the observation supported the three research questions proposed in the first chapter.

A. FINDINGS

The findings of the research can be classified into the instruments used to collect the data. They are:

a. Data from Questionnaire

In order to know the students' motivation in learning literature, the researcher proposed the first "*I think it is important to learn literature*", second "*I am trying my best to learn literature*", fourth "*I think learning literature using drama is boring*", fifth "*I don't care if I ever know literature well*", sixth "*I enjoy learning literature using drama technique*", tenth "*I feel relaxed when I learn literature using drama technique*", eleventh "*I feel relaxed when I have to speak, read and write in learning process using drama*", and the fourteenth statement "*I think drama leads me to the real life communication*".

Responding the first "*I think it is important to learn literature*", the second "*I am trying my best to learn literature*", and the fourteenth statement "*I think drama leads me to the real life communication*", all the respondents, 100%, agree. They put their tick in "very true". It means that the entire respondent thought that literature is important to be learnt. Other statements which were responded by the entire respondent, 100%, were the fourth "*I think learning literature using drama is boring*" and the fifth "*I don't care if I ever know literature well*" statement. The respondents put their tick at "False" column. The preceded statement mean that the respondents did not feel bore to get involved in the learning process, while the next indicated that the respondent wanted

to know more about literature. Their respond led the opinion to the importance of literature. Their perception about the importance of literature indicated how high their motivation in learning literature was.

The other statements that were responded by more than half respondents in the positive way were the sixth *"I enjoy learning literature using drama technique"*, the tenth *"I feel relaxed when I learn literature using drama technique"*, and the eleventh *"I feel relaxed when I have to speak, read and write in learning process using drama"*. There were 80% out of 50 respondents who put the tick at "somewhat true" and the rest at "Very true" for the sixth statement *"I enjoy learning literature using drama technique"*, 80% out of 50 respondents put the tick at "somewhat true" and 16% out of 50 respondents put their tick" at "Very true" for the tenth statement *"I feel relaxed when I learn literature using drama technique"*. It means that most respondent felt relax during the learning process. It was also supported by the eleventh statement *"I feel relaxed when I have to speak, read and write in learning process using drama"*. 80% respondents put their tick at "very true" column, while other 20% respondents put their respond at "Not Sure". The result informed that most of students felt that drama as the teaching technique used by their lecture was enjoyable. They could cooperatively involve in the process without being feel bore, scary or worry about making mistake.

Furthermore, the respondents

expressed that they learn naturally because of the technique. It can be inferred since there were 50 students or 100% respondents who gave their respond to the fourteenth statement. They stated that drama leads to the real life communication. It means that the students thought if drama provides an opportunity to perform in front of others based on their own skills and talent. A student has to understand himself completely before taking part in an act and this also trains him/her to handle his/her failure or success with no any extra effort. In the other words, it supports what had been stated by Joshi. (2002) that drama enables people to express themselves freely on the stage and this leads enhance their self-confidence.

The other approval can be seen from the enthusiasm of the respondent in taking part in the drama activities. The fact was also realized by the researcher during her observation. Most students performed their role enthusiastically, speak the conversation out freely, and they actively involved in the class activities. It proves the statement that drama is an interesting teaching methodology for the students because it makes an optimum use of their high energy level. According to Joshi (2002) drama can also be used to improve the kinesthetic skills of the students who are scared to use their body and hand movements for expressing themselves freely in front of others. Further she explained that teaching kinesthetic skills is important because it makes a person more expressive and active, and an active environment is considered to be a good learning environment.

The other statements proposed by the researcher were used to reveal the respondents' problem and the way how they overcome the problem in the learning process. The statements were number three "*I think learning Literature is difficult*", the statement number eight "*When I speaking English, I often forget how to say things that I really do know*", the statement number nine "*I get scared when I know I have to speak English in performing my role*", the statement number twelve "*I feel embarrassed when I perform in front of others*", and the statement number thirteen "*I know how to say something in English, but I am afraid to say it out loud*".

The third statement tried to reveal the respondents' problem in learning literary. It was by proposing that literary is a difficult subject matter. The responds for the statement showed that most students, 40 students or 80% respondents put their tick at the "Not True", while the rest put their tick at "false" column. The respond indicated that the respondent should be had no problem in learning literature.

The next statement in order to know the respondents' problem in learning literature was statement number nine "*I get scared when I know I have to speak English in performing my role*", the statement number twelve "*I feel embarrassed when I perform in front of others*", and the statement number thirteen "*I know how to say something in English, but I am afraid to say it out loud*". Three of them had got different responses. Generally students had no reason to be reluctant to say English since there were 35 students or 70%

respondents who put their thick at "False", 8 students or 16% respondents who put their thick at "Not sure" and 7 students or 14% respondents who put the thick at "very true". While for the next statement, there were 4 students or 8% respondent who stated that the statement number thirteen was somewhat true and there were 10 students or 20% respondents who stated that the statement was true. It means that at least there were 14 students or 28% respondents who got problem in speaking during the class activities. The last statement proposed by the researcher in the purpose of revealing the students' problem in learning literature using drama was "*I feel embarrassed when I perform in front of others*". It was responded as "Very True" statement by only 2 students or 4% out of 50 respondents meanwhile 10 students or 20% that it was not sure. The result indicated that most respondents were actively involved in the drama activities.

In short, the result of the questionnaire percentage shown by the table above, revealed that respondents having high motivation in learning literature by using drama. The fact was performed by students' responds to the statements proposed by the researcher in the questionnaire. There were more that 50% respondents who put their answer positively. It means that they were motivated by the use of drama in learning literature.

b. Data from Interview

Conducting an interview, the researcher designed 10 questions. Some of

them were close-ended questions and some were fixed ended questions. A closed-ended question constrains are type of question which do not provide any extent to the respondent to give the answer. Whereas, a fixed-choice question requires the respondent to pick an answer from a given number of options (Pelias, Boach & Seale, and 2011:208). Since the interview was intended to investigate the students' difficulties and the way how to overcome the difficulties in the learning process, the questions that were asked were interrelated with the questionnaire.

The questions can be divided into two category. The first category is the questions which were designed to investigate the students' problems in learning literature using drama. They were question number four "*If you feel that drama technique did not helpful, why did is so?*" Since it was a Fixed-ended question, there were some options to be picked by the interviewees as the answer. The next question that was proposed to know the problems faced by the students in the learning process was the question number six "*If you did not enjoy the drama technique, why did you feel so?*" and the question number seven "*Did you find difficulties in learning literature using drama?*". While question number eight "*If you found any difficulties, how did you overcome the problems*" and the question number ten "*If you feel worry to make mistake how did you overcome the problem?*" were designed to investigate how the students overcome their problems. All the questions were followed by some optional answers. The data can be elaborated base on the following category:

a) Students' Problems

It can be summarized from the table that there were 40 out of 50 students who express that actually they had got problems in doing drama to learn literature. But they tried to overcome their problems and tried to be involved in the activities during the process. Mostly the problems faced by the students were vocabulary problems such as; forget the script, worry to make mistake, do not know how to pronounce some words and also they felt shy to act the rule out in front of their friends. From the 40 students there were 8 of them or 16 % who felt that learning using drama was not enjoyable. They said that the class was too dominated by the students who have better skill in speaking so they could not follow the rule. Cultural reason became one of the barrier of the 8 students in learning literature using drama performance. Further, there were three of them or 6 % said that they felt shy to act the rule or certain action out in front of their friends and some stated "*taboo*" as the reason why they could not enjoy the class.

Concerning question number four "*If you feel that drama technique did not helpful, why did is so?*", there were three students who answered that their problem were not only being worried to make mistake, feeling unconfident in acting out the rule but also they think that the act was not real. They said that "*It is just an act, can not be realized in the real confersation or our culture*". Than the students also explained that they just memorized the script being unable to modify the script or dialogues as if it were happened in the real world.

b) Students' Solution

Being worried to make mistake in saying the dialogue or acting the script out became the reasons for 40 students to do some efforts to keep involved in the class activities. They found some solutions of their problems. From the table, we can know that there were 40 students or 80% interviewees who answered that actually they felt worry about making mistake. But than 9 of the students tried to cope with the problem by doing some gestures so the conversation did not break out and opening a note or script to know the conversation or dictionary when they forget to say something. 35 students answered that reading the script was their choice when they forget the dialogue. The students were also agree if the best way to be able to involve in the drama activities and mastering the drama optimally they have to do extra preparation. It was indicated by table where 40 students answered in order to overcome their problems they have to do extra preparation including watching the original videos before they perform the modified version.

In conclusion, most of the students were able to take part in the drama activities to learn literature. They had done some efforts. They did that not only to keep their performance but also to learn how to act, speak and tried to solve their problems by doing some extra preparation. This was done by the students because they thought that literature was important. Further, 47 students or 94% interviewees answered that drama was able to help them in learning literature.

B. DISCUSSION

Through drama, the students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. Furthermore, the students learn with growing sophistication to express and communicate experiences through and about the drama used in the class activities. It is in line with the statement proposed by Mc. Caslin 1996 that drama for second language learners can provide an opportunity to develop the students' imagination. They are able to go beyond the here and now and even 'walk in the shoes' of another. It means that drama provides an opportunity for independent thinking (Mc. Caslin 1996 in Boudreault 2010).

Further, the researcher realized what Jhosi (2002) explained about drama. The scholar stated that teaching literature using drama are an able students to understand the historical or literary character and the story that revolves around it in a much better way. Drama can also be used to improve the kinesthetic skills of the students who are scared to use their body and hand movements for expressing themselves freely in front of others. Teaching kinesthetic skills is important because it makes a person more expressive and active, and an active environment is considered to be a good learning environment. It is possible to develop their intrapersonal skills since it teaches the students with an intelligence to handle responsibilities like monitoring their own progress, understanding their own thoughts and feelings and handling conflicts. Drama leads students to make their performance on stage through innovation in

their performance better. Than the last is performing a drama a student has to master the vocabulary of that language and this provides him a chance to explore and learn his native language or some other foreign language.

a) Students' Motivation

The respondents expressed that they learn naturally because of the technique. It can be inferred since there were 50 students or 100% respondents who gave their respond to the fourteenth statement. They stated that drama leads to the real life communication. It means that the students thought if drama provides an opportunity to perform in front of others based on their own skills and talent. A student has to understand himself completely before taking part in an act and this also trains him/her to handle his/her failure or success with no any extra effort. In the other words, it supports what had been stated by Joshi. (2002) that drama enables people to express themselves freely on the stage and this leads enhance their self-confidence.

The other approval can be seen from the enthusiasm of the respondent in taking part in the drama activities. The fact was also realized by the researcher during her observation. Most students performed their role enthusiastically, speak the conversation out freely, and they actively involved in the class activities. It proves the statement that drama is an interesting teaching methodology for such students because it makes an optimum use of their high energy level. According to Joshi (2002) drama can also be used to improve the kinesthetic skills of the students who

are scared to use their body and hand movements for expressing themselves freely in front of others. Further she explained that teaching kinesthetic skills is important because it makes a person more expressive and active, and an active environment is considered to be a good learning environment. The fact supported the statement that the students have desire to learn literatur. Desire indicates how much the learner wants to become proficient in the language, and affectmeans the learner's emotional reactions related to language study. Neal (2012) views motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. In short, what the student had been done during the class can be used as the fact that they were motivated in learning literature.

b) Students' Problems

Having analyzed the data, it can be concluded that the major and serious difficulties face by the students in learning literature using drama was that reading the drama was considered more common than watching it. In addition other difficulties such as the length of the play, the themes, and the right to choose the text for study, extensive use of symbolism, similes, metaphor, and writing style were the crucial difficulties facing by the students in learning literature. The problems were tranform to the questions in proposed in the questionnaire and the interview.

Based on the findings as mentioned in the literature review about the role of the students, the role of the drama instructor is

not an easy job. The primary criterion each literary instructor or drama teacher requires to know the aspect of creativity, which is dependent on the teaching style of the instructor. One of the major tasks of the instructor is the removal of the psychological barrier between students and literature and participation.

Another significant discussion drawn from the points of view of the respondents and data analysis is that acting out various parts of drama is the most effective strategy in teaching using drama. This is in line with the very first conclusion that reading drama is more common than watching it. In other words, the need to apply drama into real life can be considered a contributively aspect dealing with the difficulties in learning and teaching of drama.

Finally, as an issue that can further studied, drama plays an essential role in bridging the gap between cultural differences. This conclusion is in line with the claim stated by Sakfa (2012) that drama and literature affect culture. In other words, the cultural aspects of the student studying drama should be considered. Cultural differences in the comprehension of foreign learners of drama and literary work must be given attention (Sakfa, 2012).

c) Students' Solution

Having known the difficulties faced by the students in learning literature by using drama than they try to overcome the problems by acting out the drama, rather than reading it. Further, exposing the drama into theatre performance or watching video can be an effective solution

in overcoming their problems. Using visual materials creates an atmosphere for students to become more engaged in the process of learning and appreciating drama. The students participate and use their previous knowledge, experience, and ideas in order to increase positive feelings towards drama. Moreover, it would be highly effective for English literature instructors if they include the teaching of culture when they teach literature. They should focus on cultural similarities and then on cultural differences to bridge the gap between the moral values belived by the students and the values between western and the local culture.

C. CONCLUSIONS

The purpose of the research is to show the students responses in learning literature using drama. The mine purpose is developed to be some questions such as stated in chapter one. Revering to the questions and the findings of the research, the researcher conclude that the students have high motivated in lerning literature using drama as the teaching technique, the research uncover the fact that students have some difficulties in the learning process. The difficulties are their vocabularies, do not understand, cultural gap, do not remember the script and feeling shy to act. Concerning the problems that they are found in the learning process, the students have done many solutions. They enrich their action by using gesture, asking their friends, opening notes, reading the script and wacthing the original videos.

D. SUGGESTIONS

Based on the findings of the research there are some suggestions recommended by the researcher both for further research and for practical purposes. The recommendations are intended to enhance and find the best way in teaching literature. Besides, they are also proposed some alternative solutions in helping students and the institution due to the achievement of the goal of teaching English in university level. Practically, in order to gain the learning objective more optimal, teachers are expected to be more creative in finding video to develop the students' motivation and teaching the cultural differences.

For the further researcher on using drama in teaching English, it is suggested that there are wide opportunity for developing the students' language skills, such as speaking, listening, reading, and writing as well as developing the students' vocabulary, appreciation on literature, critical thinking and others rather than speaking. They can extend the investigation on the use of drama by providing more samples from different context. They can also discover the potential difficulties faced by students and teachers involved in the implementation of drama more detail.

Moreover, since the questioner used in the research did not specify the types of motivation, further researcher should do that to make the study more significance and provide the best solution to cope the learning problem especially to motivate the students in learning. In turn, teachers could use the findings in their teaching activities to encourage the students to be more motivated to take a part in every class activities actively.

REFERENCES

- Blatner, A., (2002) Drama in education, Retrieved on 1 / 8 / 2 0 1 0 www.blatner.com/adam/pdntbk/rlplaye du.htm.
- Boudreault, Chris. (2010). The Internet TESL Journal, Vol. XVI, No. 1, January 2010 <http://iteslj.org>.
- Burke, Ann, O'Sullivan, C Jullie. (2002). "Stage by Stage: A Handbook for Using Drama in the Second Language Classroom." Portsmouth NH; Heinemann
- Cohen, Louis, Lawrence Manion. (1994). "Research Method in Education". London and New York: Routledge.
- Creswell, John W. (1994). "Research Design Qualitative & Quantitative Approaches". California: SAGE Publication.
- Darvishaj, A. (2009). "Using Drama as a Creative Method for Foreign Language Acquisition". LCPJ 2009. Vol. 2. Article 6 in LCPJ. www.lcpj.pro.
- Dougill, John (1987). "Drama Activities for Language Learner". Macmillan Publishers Ltd. London.
- Gal, Meredith D, Gal, Joyce and Borgh. Walter R. (2003). "Educational Research: an Introduction Seventh Edition." USA. Pearson Education. Inc.

- Hayes, Suanne, Karbowska, (1984) *"Drama as a second language: A practical Handbook for language lecturers"*. National Extension College.
- Heatcote, D., (1984). *"Collected writings on education and drama"*. Johnson, L and O'Neill, c. (ed) Illinois: Northwestern University Press.
- Hoetker, James (1969). *"Dramatics and the teaching of literature. Champaign, illinois: national Council of Lecturers of English"*. ERIC clearinghouse on the teaching of English (ED 028165).
- Joshi, Neha. (2012). *"The Benefit of Using Drama in Teaching"*. Helium INC. <http://www.efdergi.hacettepe.edu>.)
- Kao, S. M., O' Neill, C., (1998). *"Words into Worlds: Learning a second language Through Process Drama"*. Stamford, London: Abbex.
- Kitao, S. Kathleen. & Kenji Kitao. (2002). *Approaches to Social Science Research: Communication and Language Teaching/Learning*. Tokyo: EICHOSHA Ltd.
- Maley, A. and Duff, A. (1979) *Drama Techniques in Language Learning*. Cambridge: Cambridge University Press.
- Maley, A. and Duff, A. (2001) *Drama techniques in language learning: a resource book for communication Activities for language lecturers*. Cambridge: Cambridge University Press.
- Maley, A. and Duff, A., (2005) *Drama Techniques: A resource book of communication activities for languagelecturers*. Cambridge: Cambridge University Press.
- Mc. Caslin , N., (1990) *Creative Drama in the classroom. 5 th ed*. Studio City, player press Inc.
- Merriam, Sharan B. (1998). *Qualitative Research and Case Study Applications in Education*. San Fransisco: Jossey-Bass Inc.
- Milawaty.(2012). *A Mayor Character Analysis of Orphan Movie. (A Thesis of UIN SyarifHidayatullah Jakarta. <http://repository.uinjkt.ac.id>*
- Neal, B., R., (2012). *"Drama in the Mixed-Ability EFL Classroom : Observing its Effects on Motivation and Self-Confidence."* A thesis to a BA degree of International studies in Education. Island University. <http://skemman.BRNeal.co.id>.
- Nunan, David. (1992). *Research Method in Language Learning*. Cambridge: Cambridge University Press.
- Phellas, N.,C., Bloch, A. And Seale C. (2011). *" Structured Methods :*

*Interviews, Questionnaires And
Observation :* ”
<http://www.uk.sagepub.com>

Savignon, Sandra J. (1983). *Communicative competence: theory and classroom practice; texts and contexts in second language learning*. Reading, MA: Addison-Wesley.

Silverman, David. (2005). *“Doing Qualitative Research”*. London: SAGE Publications Ltd.

Savile, M., Troik. (2006). *“Introducing Second Language Acquisition.”*. London. Cambridge University Press.

Spolsky, B. (1990). *“Conditions for second language learning”*. Hong Kong: Oxford University Press