



## The Effectiveness of EXO-OLO TASK Learning Model in Improving Students' English Ability at the Eighth Grade of SMPN 43 Padang

Yulia Novia Putri<sup>1</sup> and Witri Oktavia<sup>2</sup>

<sup>1,2</sup>Universitas Negeri Padang

Correspondence Email: [yulianoviaputri23@gmail.com](mailto:yulianoviaputri23@gmail.com)

### Article History

Submitted: 2023-06-02

Accepted: 2023-06-10

Published: 2023-06-10

### Keywords:

Effectiveness, English Ability, English Learning, EXO-OLO TASK Learning Model

### Abstract

*This research is classified as a quasi-experimental research that is aimed to study whether or not the implementation of EXO-OLO TASK Learning Model does give a significant effect in improving students' English ability. The study's population was eighth-grade students at SMPN 43 in Padang. The population consists of 88 students who are classified into three classes. VIII 1 was selected as the experimental class while VIII 2 was selected as the control class through cluster random sampling method. This research was conducted over eight meetings and during school hours. In order to collect the data, the researcher used pre-test and post-test design. The pre-test and the post-test contained multiple choice questions. The result of the data analysis indicated that the null hypothesis ( $H_0$ ) examined in this study could not be accepted because the significant value of the two-tailed paired sample  $t$ -test was less than 0.05. The alternative hypothesis ( $H_A$ ), which indicated that the implementation of EXO-OLO TASK Learning Model does give a significant effect in improving students' English ability, is accepted as the result of this study.*

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

**How to Cite:** Putri, Y. N., & Oktavia, W. (2023). The Effectiveness of EXO-OLO TASK Learning Model in Improving Students' English Ability at the Eighth Grade of SMPN 43 Padang. *Journal of English Language Teaching*, 12. (2): pp. 616-627, DOI: [10.24036/jelt.v12i2.123575](https://doi.org/10.24036/jelt.v12i2.123575)

## INTRODUCTION

In English instructing and studying process, teachers and students may face obstacles. The obstacles may come from themselves and out of themselves. In other words, the obstacles can be divided into two types which are internal obstacles and external obstacles. Gunawan and Saputra (2020) found out that there are three problems faced by teachers in teaching English: professional skills, implementation of teaching in the classroom, school and community participation. Gunawan and Saputra (2020) state that in terms of professional skills, teachers need to improve their competence especially in understanding students' habits in studying foreign languages. Teachers also have problems in the implementation of classroom teaching. In classroom, teachers may face unpleasant situation such as inappropriate

quantity of students. The quantity of students in classroom should be limited. In fact, teachers often face classrooms which consist of too many students. Another problem faced by teachers is lack of school and community participation. The lack of school and community participation can lead to unavailability of teaching equipment and facilities in school and lack of learning media.

Utomo et al (2020) also revealed seven teachers' problems in teaching English: the material of teaching, lack of students' motivation, learning model, the management of classroom, work loaded, curriculum administration, and learning media/facilities. Teachers who have lack of experience in teaching and designing learning activities feel confused in designing appropriate teaching activities in classroom. Other than that, during learning process, teachers who teach English, especially in rural areas, often find that students show low motivation in following teaching and learning process. Teachers also often feel confused in deciding appropriate learning design. Inability in managing classroom is also faced by teachers because of students' various backgrounds. Moreover, it cannot be denied that, in school, teachers have additional jobs which can distract their main job that is teaching English. Teachers also often have difficulty in preparing curriculum administration. In addition, in school, teachers often have to deal with lack of teaching media/facilities.

As well as teachers, in studying English as a foreign language, students also face difficulties. According to Fadhilah (2021), students face language difficulties and non-language difficulties in learning English. Language difficulties faced by students are pronouncing the language, memorizing the vocabularies, and using the language in spoken form. Moreover, students experience non-language difficulties which consist of teachers' understanding, memory disability, and poor memorization skills.

Nuraeni (2019) states that, in mastering English as a foreign language, students generally face three issues: grammar, pronunciation, and academic writing. Different language and structure make most of students experience difficulty in grammar. Other than that, even though both English and Bahasa is written in Latin alphabet, they pronounce each letter of Latin alphabet in different way. In addition, students also have difficulty to meet their teachers' expectation in writing academically.

Regarding the problems which teachers and students have to deal with, it can be said that learning model is highly important in the successful of learning. Teachers have to decide which learning model they are going to implement in their classroom by considering their students carefully. In teaching process, teachers can combine scientific approach elements with various strategies and learning models. Learning model implemented by teachers in classroom defines the successful in achieving learning objectives. Appropriate learning model needs to be implemented in classroom to develop students' attitudes, skills, and knowledge.

In order to improve students' English competence in English learning, there are various learning models which can be implemented in classroom. In choosing a learning model to be implemented, teachers should consider the diversity of their students. Teachers should implement a learning model that meets students' needs. Some of learning models which can be used by teachers are Discovery Learning, Problem-Based Learning, and Project-Based Learning. Widyastuti (2015) states that Discovery Learning is an inquiry-based learning. Learning model given to students

has a learning scenario to solve real problems and push them to solve the problems by their own. In solving the problems, students use their previous experience. Moreover, according to Widiaworo (2018), Problem-Based Learning is a type of learning model which provides contextual problems which trigger students to learn. Problem-Based Learning is a kind of learning model in which students are asked to solve a real problem that they have experiences. In addition, Sani (2014) claims that Project-Based Learning as a learning process with long-term activity that involves students in designing, constructing, and presenting a product to solve a real problem. In other words, Project-Based Learning is type of learning model that can be used to develop students' competence in designing, communicating, solving problem, and making appropriate decision for problems faced.

Another learning model that can be used by teachers in enhancing students' English ability in classroom is EXO-OLO TASK Learning Model. Nofrion (2017) states that EXO-OLO TASK Learning Model is a type of learning model that aims to improve students' learning quality. Quality learning activity maximizes students' improvement. Nofrion (2017) claims that EXO-OLO TASK Learning model is also designed to evolve students' High Order Thinking Skills (HOTS) by giving them problems which require their High Order Thinking Skills (HOTS). In addition, EXO-OLO TASK Learning Model is useful for teachers, science, practitioners and researchers.

According to Nofrion (2017), EXO-OLO TASK learning model is the development of collaborative learning model in Geography learning that aims to promote High Order Thinking Skills (HOTS) of students by utilizing learning activity regulation and collaboration which are driven by EXO TASK and OLO TASK. EXO TASK stands for Examination Oriented Task while OLO TASK stands for Olympiad Oriented Task. EXO TASK contains problems which are considered as C1-C3 question group while OLO TASK contains problems which are categorized as C4-C6 question group. EXO-OLO TASK Learning Model contains four syntaxes which are concept strengthening, EXO TASK, OLO TASK, and reflection.

Nofrion et al. (2017) conducted research on the role of the EXO-OLO TASK Learning Model in the development of students' HOTS. The incorporation of High Order Thinking Skills (HOTS) in teaching and learning activities is supported by the application of the EXO-OLO TASK Learning Model. According to Nofrion et al. (2017), this learning approach is supported by four primary pillars: multidimensional challenges, collaborative learning, effective learning activities, and ongoing teacher competence development. Individual, pair, and group activities are the most efficient forms of learning. The study demonstrated how the EXO-OLO TASK Learning Model may be implemented to improve student learning activities (individual, pair, and group activities), maintain collaboration in learning activities, and dramatically improve students' learning results. Nofrion et al. (2017) added that teachers can use the EXO-OLO TASK Learning Model for both the subject of geography and other subjects.

The deployment of the EXO-OLO TASK Learning Model coupled with the Case Method (CM) in 2022 was examined in a literature review as having an impact on the material distribution of flora and fauna in Indonesia and around the world. The Case Method (CM), which they use to implement student-centered learning, is

identical to the EXO-OLO TASK Learning Model. According to Rahman et al. (2022), students' High Order Thinking Skill (HOTS) can be improved by using the Case Method and the EXO-OLO TASK Learning Model. Rahman et al. (2022) discovered that the application of the EXO-OLO TASK Learning Model in conjunction with the Case Method (CM) is strongly dependent on the role of the instructor as a learning facilitator.

One factor that can be used to gauge how well students are learning is the consequence of their learning. Teachers must apply a suitable learning model in the classroom in order to maximize the success of English learning. The EXO-OLO TASK Learning Model is one of the teaching tools that teachers can use in the classroom to help students' English language proficiency. A type of learning model that is still under development is the EXO-OLO TASK learning model. In Indonesia, neither teachers nor students have a widespread understanding of this approach of learning. In general, it is yet unclear how well this learning paradigm will be able to maximize students' learning outcomes. It is important to assess how well this teaching method helps students in Indonesia become more proficient in a variety of topics, including English.

## **METHOD**

The research design employed in this study was experimental. Pre-experimental research, real experimental research, and quasi-experimental research are the three categories of experimental research design, according to Ary et al. (2010). This study, which falls under the category of quasi-experimental research and employs a quantitative methodology, attempts to describe the efficacy of the EXO-OLO TASK Learning Model in enhancing students' English proficiency. The researcher employed the pre-test and post-test procedure to address the question. Pre-testing and post-testing were often conducted in three steps: giving pre-tests to the experimental class and the control class, treating the experimental class, and giving post-tests to the experimental class and the control class. Ary et al. (2010) assert that comparing pre- and post-test results enables one to evaluate the effects that the therapy had on the experimental class.

A generic group of things having certain traits and attributes that researchers want to examine and make conclusions from is referred to as a population. The research population consisted of all 88 students in grade VIII at SMPN 43 Padang. Three classes are formed from the pupils. The population's feature is described by the research sample, which is a representative sample of the population. Cluster random sampling was used to pick the samples for this study. Cluster random sampling, according to Arikunto (2006), is used because the population consists of a collection of naturally occurring individuals rather than a single individual. The grade VIII class that was used in the experiment was VIII.1 with 32 pupils, whereas VIII.2 with 29 kids served as the control group. This investigation was carried out during school hours over the course of eight meetings.

A tool used to gather data is called an instrument. The research instrument must be significant. Arikunto (2013) defined a research instrument as any tool used by a researcher to collect data. In conclusion, the research tool can assist in gathering exact, thorough, and structured data for analysis. The research's measuring

instruments were the pre-test and post-test. The pre-test and post-test both contain 28 multiple-choice questions. Before using the learning model, both the experimental class and the control class completed a pre-test. After the experimental class had the learning model applied, both classes took the post-test. The learning outcomes of the experimental class and the control class were contrasted in order to ascertain if the chosen learning strategy was effective in raising students' English proficiency.

The researcher quantitatively analyzed the data to see whether there are any statistically significant differences between the experimental class and the control class. After collecting the data, the researcher determined whether or not the distribution of the data was normal. To ensure that the data distribution was normal, the researcher performed a normality test using the Komolgorov-Smirnov test. The researcher conducted a normality test after doing a homogeneity test to determine whether or not the variances of the two sample classes are homogenous. The homogeneity test was followed by a "t" test to analyze the data and see whether there were any significant differences in the students' learning outcomes between the courses that employed the learning model and those that didn't.

## RESULT AND DISCUSSION

Students in the eighth grade at SMPN 43 Padang participated in the study. The researcher chose grade VIII 1 as the experimental class and grade VIII 2 as the control class using the cluster random selection method. The experimental class that employed the EXO-OLO TASK Learning Model was attended by the researcher throughout the inquiry. The control group received no treatment from the researcher, indicating that just a scientific approach was used in their investigation. Both the experimental class and the control class learned about two topics during the research. Before teaching the information in the two classes, the researcher gave pre-tests to the students to gauge their degree of comprehension. Both the experimental class and the control class looked through the material after the pre-test. The EXO-OLO TASK Learning Model was used by the researcher to deliver instruction to the experimental class. Six meetings were required to cover the subject in both classes. Both classes completed a post-test after finishing the lesson to evaluate how well the EXO-OLO TASK Learning Model had been implemented. The table below shows the outcomes of the pre- and post-tests:

Pre-Test				Post-Test			
Student No.	Score	Student No.	Score	Student No.	Score	Student No.	Score
1	25	17	40	1	55	17	80
2	55	18	25	2	75	18	50
3	30	19	40	3	65	19	75
4	60	20	40	4	65	20	60
5	30	21	30	5	70	21	60
6	25	22	55	6	55	22	65
7	45	23	25	7	70	23	55
8	0	24	40	8	65	24	65
9	30	25	10	9	60	25	50

10	50	26	40	10	75	26	25
11	20	27	35	11	80	27	45
12	40	28	30	12	55	28	50
13	30	29	30	13	55	29	65
14	20	30	15	14	55	30	60
15	35	31	35	15	25	31	45
16	25	32	35	16	65	32	90
Mean: 32.66				Mean: 60.31			

Table 1. The Experimental Class Pre-Test and Post-Test Result

The experimental class's pre-test score varied from 0 to 60, while its post-test score ranged from 25 to 90, as shown in the information in the table above. The mean grade for the experimental group increased considerably from 32.66 to 60.31.

Pre-Test				Post-Test			
Student No.	Score	Student No.	Score	Student No.	Score	Student No.	Score
1	40	16	50	1	60	16	40
2	10	17	25	2	35	17	30
3	50	18	15	3	55	18	25
4	25	19	50	4	35	19	40
5	20	20	55	5	30	20	65
6	35	21	30	6	60	21	45
7	0	22	0	7	35	22	35
8	45	23	30	8	50	23	45
9	80	24	30	9	85	24	40
10	50	25	35	10	70	25	50
11	30	26	25	11	35	26	30
12	35	27	35	12	45	27	35
13	45	28	30	13	50	28	45
14	30	29	20	14	40	29	30
15	20			15	30		
Mean: 32.59				Mean: 43.79			

Table 2. The Control Class Pre-Test and Post-Test Result

The control class's pre-test score varied from 0-80, while its post-test score ranged from 25-85, according to the data in the table above. The average score for the control group increased from 32.59 to 43.79.

### 1. Data Description

This study produced some data after the treatment was given, along with the pre-test and post-test procedures. To provide a description of the data, SPSS was used to process the data. The information's description includes the mean, the minimum score, the highest score, and the standard deviation. Based on the results of the pre-test and post-test procedures, the

following table displays the findings of the data description carried out using SPSS:

	Descriptive Statistics					
		N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class	Pre-Test	32	0	60	32.66	12.825
	Post-Test	32	25	90	60.31	14.024
Control Class	Pre-Test	29	0	80	32.59	16.883
	Post-Test	29	25	85	43.79	15.373

Table 3. Data Description

According to the information in the table above, the pre-test score for the experimental class varied from 0 to 60, whereas the pre-test score for the control class ranged from 0 to 80. On the post-test, the lowest and highest scores for the two classes increased. The post-test scores for the experimental class varied from 25 to 90, whereas those for the control class ranged from 25 to 85. The mean pre-test score for the control class was 32.59, but the mean pre-test score for the experimental class was 32.66. The mean post-test scores of both classes improved from the pre-test, but the experimental class's score grew more. The post-test mean score for the experimental class is 60.31, whereas the post-test mean score for the control class is 43.79.

**2. Normality Test**

The researcher then conducted a normalcy test after getting the data description. To analyze the data, the researcher used the paired sample t-test approach. The researcher must carry out a normality test first, then use a paired sample t-test to assess the data. Finding out whether or not the data are distributed regularly is the goal of the normality test. The Kalmogorov-Smirnov test in SPSS was used by the researcher to evaluate if the data were normal. The results of the normality test performed in SPSS using the Kalmogorov-Smirnov test are displayed in the table below:

RESULT	CLASS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	PREEXP	.127	32	.200*	.970	32	.486
	POSTEXP	.134	32	.156	.948	32	.124
	PRECONTRO	.133	29	.200*	.959	29	.308
	POSTCONTROL	.159	29	.059	.900	29	.010

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

Table 4. Normality Test Result

The significance value must be greater than 0.05 for the data to be regarded as normal. The pre-test significance value for both groups is more than 0.05, or 0.2. The post-test of the experimental class has a significance value of 0.1, which means that it is larger than 0.05. The control class's post-

test's significant value, which is 0.059, is likewise higher than the threshold of 0.05. As a consequence, it is assumed that all of the data are distributed appropriately.

### 3. Homogeneity Test

A researcher should do a homogeneity test following a normality test before utilizing the t-test to analyze the data. The homogeneity test's goal is to establish the homogeneity of the variances between the two sample classes. The homogeneity test was carried out using statistical analysis in SPSS. The results of the homogeneity test are displayed in the table below:

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.282	1	59	.262
	Based on Median	1.055	1	59	.308
	Based on Median and with adjusted df	1.055	1	54.792	.309
	Based on trimmed mean	1.229	1	59	.272

Table 5. Homogeneity Test Result

The variances of the two sample groups can be categorized as homogenous if the significance value is more than 0.05 for each sample group. The significance value of the homogeneity test is 0.262, which is larger than 0.05. The two sample classes' variances are hence homogeneous.

### 4. Hypothesis Test

Following the homogeneity test, the researcher used SPSS's paired sample t-test to assess the data. The data were evaluated to assess the following study hypotheses:

- a. Null hypothesis ( $H_0$ ): EXO-OLO TASK Learning Model does not give significant effect in improving students' English ability.
- b. Alternative hypothesis ( $H_1$ ): EXO-OLO TASK Learning Model does give significant effect in improving students' English ability.

The researcher utilized SPSS's paired sample t-test to assess the data. The table below shows the outcome of the paired sample t-test:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PREEXP	32.66	32	12.825	2.267
	POSTEXP	60.31	32	14.024	2.479
Pair 2	PRECONTROL	32.59	29	16.883	3.135
	POSTCONTROL	43.79	29	13.929	2.587

Table 6. Paired Samples Statistics Result



The value of each sample taken from the experimental class and the control class is shown in the table above. The experimental class's pre-test average score is 32.66 based on 32 data. Results of the pre-test for the experimental class showed that the standard deviation was 12.825 and the standard error was 2.267. The average pre-test score for the control class is 32.59 based on 29 data. Standard deviation and standard error for the control group's pre-test scores are 16.883 and 3.136, respectively. The average post-test score for the two courses is greater than the average pre-test score for the two classes. The average post-test score for the experimental class was 60.31, whereas the average post-test score for the control class was 43.79. The value of the correlation as determined by the paired sample t-test is displayed in the table below:

**Paired Samples Test**

		Paired Differences			95% Confidence Interval of the Difference
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	PREEXP - POSTEXP	-27.656	17.413	3.078	-33.934
Pair 2	PRECONTROL - POSTCONTROL	-11.207	10.407	1.933	-15.166

**Paired Samples Test**

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PREEXP - POSTEXP	-21.378	-8.985	31	.000
Pair 2	PRECONTROL - POSTCONTROL	-7.248	-5.799	28	.000

Table 7. Two-Tailed Paired Sample T-Test Result

When utilizing the paired sample t-test to examine the research hypothesis, it is thought that the null hypothesis (H0) must be rejected and the alternative hypothesis (H1) must be accepted if the significant values for the two-tailed paired sample t-test are less than 0.05. If the significant values of the two-tailed paired sample t-test are more than 0.05, the null hypothesis (H0) must be accepted and the alternative hypothesis (H1) must be rejected. The significant values for the two-tailed paired sample t-test are 0.000, as can be seen in the table above. The null hypothesis (H1), which cannot be accepted since the significant values of the two-tailed paired sample t-test are less than 0.05, must be replaced with the alternative hypothesis (H1).

When the two-tailed paired sample t-test's significance value is less than 0.05, the alternative hypothesis (H1) is accepted and the null hypothesis

(H<sub>0</sub>) is rejected. Using the EXO-OLO TASK Learning Model does considerably increase students' English competence, according to the alternative hypothesis (H<sub>1</sub>). The results of the study can also be supported by comparing the sample classes' pre- and post-test mean scores. The experimental class, which used the EXO-OLO TASK Learning Model, had a mean score that dramatically improved from the pre-test. The experimental class's mean score was 32.66 prior to the therapy. The experimental class's mean score was 60.31 after receiving therapy.

## CONCLUSION

A study on the efficiency of the EXO-OLO TASK Learning Model in enhancing students' English proficiency has led to the conclusion that the model is beneficial in enhancing students' English proficiency. It can be concluded from the two-tailed paired sample t-test's significance value of 0.000, which is less than 0.05. It means that the alternative hypothesis (H<sub>1</sub>) has been accepted as the study's conclusion and that the null hypothesis (H<sub>0</sub>) has been rejected. The study's findings can also be confirmed by the significant improvement in the experimental class's mean score after using the EXO-OLO TASK Learning Model.

In light of the study's findings, the researcher offers a number of suggestions. For the benefit of students, teachers, and other researchers, certain recommendations can be made. First, the researcher encourages students to closely follow the English teaching and learning process in order to enhance English proficiency. Students' proficiency in English improves as they pay greater attention to the teaching and learning process. Second, the researcher advises teachers to incorporate the EXO-OLO TASK Learning Model into the teaching process in order to enhance students' English proficiency in English learning. The EXO-OLO TASK Learning Model significantly raises students' proficiency in English during English learning. Finally, the researcher encourages additional research on the use of the EXO-OLO TASK Learning Model by other researchers.

## REFERENCES

- Ardianti, Resti, Sujarwanto, Eko and Surahman, Endang. (2021). Problem-Based Learning: Apa dan Bagaimana. *Journal for Physic Education and Applied Physics*. 3(1), 27-35. DIFFRACTION: Retrieved from <https://jurnal.unsil.ac.id/index.php/Diffraction/article/download/4416/2049>
- Arikunto, Suharsimi. (2012). *Prosedur Penelitian Suatu Pendekatan Praktek*.
- Ary, S., Jacobs, L.C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*.
- Badan Standar Nasional Pendidikan. (2010). *Paradigma Pendidikan Nasional Abad-21*. Jakarta: BSPN
- Creswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey. Pearson Education International.
- Fadhilah, Anis Nurul. (2021). *The Analysis of Student's Difficulties in Learning English as a Foreign Language (A Case Study at the Eight Grade Students of Junior High School at Dharma Lestari Islamic Boarding School Salatiga)*.

- Universitas Islam Negeri Salatiga: E-Repository.
- Fariha, Disah Nurul. (2020). *Penerapan Model Pembelajaran EXO-OLO TASK untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik pada Materi Elastisitas Zat Padat*. UIN Sunan Gunung Djati: Digital Library.
- Gunawan, Sandra and Saputra, Haris. (2020). Problems and Teaching Solutions for Students in Learning English. *Professional Journal of English Education (PROJECT)*, 3(1), 59-64. Retrieved from <https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/3114/pdf>
- Nofrion, Anwar, Ananda. (2017). EXO OLO – Task Learning Model: An Introduction To Hots-Oriented Learning Model Based On Lesson Study. *Journal of Education and Practice*, 8(28), 162-170. Retrieved from <https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAMQw7AJahcKEwilks6T1MT8AhUAAAAAHQAAAAQAw&url=https%3A%2F%2Fwww.iiste.org%2FJournals%2Findex.php%2FJEP%2Farticle%2Fdownload%2F39244%2F40351&psig=AOvVaw21ld9JAH5VwdD-6c0Graqr&ust=1673703118370186>
- Nofrion. (2017). *Pedoman Pelaksanaan Model Pembelajaran EXO-OLO TASK pada Pembelajaran Geografi (1<sup>st</sup> Book)*.
- Nofrion. (2018). *Effectiveness of EXO-OLO TASK Learning Model Based on Lesson Study in Geography Learning*. IOP Conference Series: Earth and Environmental Science.
- Nofrion, Rahmanelly, Suasti, Khairani, Wijayanto, Susetyo, Novio, and Surtani. (2019). EXO OLO TASK Learning Model: What Should Students Do in The Class? *Sumatra Journal of Disaster, Geography and Geography Education*, 3(1), 75-81. Retrieved from <https://media.neliti.com/media/publications/325185-exo-olo-task-learning-model-what-should-ba4811e0.pdf>
- Nuraeni. (2019). *Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language*. UHAMKA International Conference on ELT and CALL (UICELL). Jakarta.
- Rahman, Nofrion, Suasti, Ernawati. (2022). Exo Olo Task Learning Model with Case Method To Improve Students' HOTS on the Distribution of Flora and Fauna. *International Journal of Educational Dynamics*, 4(2), 66-71. Retrieved from <http://ijeds.ppj.unp.ac.id/index.php/IJEDS/article/view/358/179>
- Rao, Srinivas Parupalli. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18. Retrieved from [https://www.researchgate.net/profile/Parupalli-Rao/publication/334283040\\_THE\\_IMPORTANCE\\_OF\\_SPEAKING\\_SKILLS\\_IN\\_ENGLISH\\_CLASSROOMS/links/5d21b2db458515c11c18dbf3/THE-IMPORTANCE-OF-SPEAKING-SKILLS-IN-ENGLISH-CLASSROOMS.pdf](https://www.researchgate.net/profile/Parupalli-Rao/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS/links/5d21b2db458515c11c18dbf3/THE-IMPORTANCE-OF-SPEAKING-SKILLS-IN-ENGLISH-CLASSROOMS.pdf)
- Sani, Ridwan Abdullah. (2014). *Pembelajaran Saintifik*. Jakarta: Bumi Aksara.
- Utomo, Hari Widi et al. (2020). Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency. *Journal of Education, Teaching, and Learning* 5(1), 34-40. Retrieved from [https://journal.stkipsingkawang.ac.id/index.php/JETL/article/view/1689/pdf\\_1](https://journal.stkipsingkawang.ac.id/index.php/JETL/article/view/1689/pdf_1)

- Widiasworo, E. (2018). *Strategi Pembelajaran Edutainment Berbasis Karakter (1<sup>st</sup> Ed)*. Yogyakarta, Indonesia: Ar-Ruzz Media.
- Widyastuti, Ellyza Sri. (2015). Penerapan Model Pembelajaran Discovery Learning pada Materi Konsep Ilmu Komunikasi. Universitas Negeri Surabaya. Retrieved from <http://eprints.uny.ac.id/21658/1/04%20Ellyza%20Sri%20%20Widyastuti.pdf>