

DEVELOPING ENGLISH TEACHING MEDIA BY USING HOPSCOTCH TO TEACH SPEAKING TO STUDENTS OF PUBLIC JUNIOR HIGH SCHOOL

¹Hamdan, ²Ahmad Fadli, ³Yosi Marita, ⁴Ade Hidayat

ABSTRACT--- *This study was conducted to develop English teaching media by using hopscotch to teach speaking to Students of Public Junior High School Tugumulyo. The problems of the study were: (1) How English teaching media by using hopscotch is developed to teach speaking at Students of Public Junior High School Tugumulyo? (2) How effective is English teaching media by using hopscotch to teach speaking at Students of Public Junior High School Tugumulyo? The objectives of the study were: (1) To describe how English teaching media by using hopscotch is developed to teach speaking at Students of Public Junior High School Tugumulyo. (2) To describe the effectiveness of using hopscotch to teach speaking at Students of Public Junior High School Tugumulyo. The author conducted the study through research and development (R&D) as the method of the study which developed products and measured the effectiveness of the development proposed by Borg and Gall (2007). The results of the study showed that English teaching media by using hopscotch was effective and appropriate to teach speaking to junior high school students. It was supported by the results of the independent sample t-test showed the value of t-obtained was -10.422. At the significance level $p < 0.05$ for the two-tailed testing with the degree of freedom 27. The critical value of the t-table was 2.052. It can be said that there was significantly different and influential between pre and post-test. Therefore, hopscotch was effective for learning English and it can be applied in the teaching and learning process at Junior High School.*

Key words--*developing, hopscotch, speaking.*

I. INTRODUCTION

In English, four language skills should be mastered: listening, speaking, reading and writing. From the skills, speaking is the most difficult because learning to speak a new language is not easy. It is as stated by (Tarigan, 1986) that speaking is not just to utter the sounds or words because speaking is a tool to express the ideas are prepared to be developed to the needs of listeners. Consequently, the speaker should be able to effectively convey to the listeners mind so that the listener can understand the meaning conveyed by the speaker. It is as stated by (Bashir et al., 2011) that learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows

¹ STKIP PGRI Lubuklinggau, Indonesia, hamdangh123@gmail.com

² STKIP PGRI Lubuklinggau, Indonesia

³ Universitas Prof. dr. Hazairin Bengkulu, Indonesia.

⁴ Politeknik Raflesia Rejang Lebong, Indonesia, Corresponding author.

Teaching students to speak English is something difficult to do by the English teachers. (Richards, 2008) explains the theory of teaching speaking in the following:

“Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate.”

Based on the theory above, teachers should be able to convey his thoughts effectively. Hence, the teachers should know the situation of the talks, both generally and individually.

Because this study is focused on developing English teaching media to teach speaking skill, so the author would find the problems which correlated in the media and the aspects of speaking. Therefore, it is important to know the effectiveness of using media in a learning activity in order to acquire the knowledge, skills, or attitudes. Hereafter, those are also some problems would be founded in the aspects of speaking that would be observed by the author. Those are fluency, grammar, vocabulary, pronunciation, and comprehension. According to (Praheto et al., n.d.) , *dolanan bocah* who is a traditional game is game that comes from the tradition and culture in every region in Indonesia. In other words, all regions in Indonesia have their own traditional game. On other hand, (Kurniati, 2016) defines traditional game is the activities that grow and develop in a certain area, which is rich in cultural values and handed down through the generations and contains the values such as “good”, “positive”, “worth” and “desirable”. It is as stated (Sadiman, 2014) that the game is every context between the players who interact with each other by following certain rules to achieve certain goals as well. According to (Sudono, 2000) game tool is all the play tools are used by the children to fulfill their playing instincts and have various properties such as unloading, grouping, combining, looking for matching, stringing, shaping, perfecting a design, or compiling according to their original form. These variations also occur in the form of different hopscotch game (Iswinarti et al., 2016). According to (Hidayat, 2013) states hopscotch game usually played by 2 to 5 girls and conducted in an open area.

According to (Pawlak et al., 2011), speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience. It is as stated by (Levelt, 1993) that the functions of speaking is the kinds of intentional acts a language user can perform through speech, such as referring, requesting, and explaining. According to (Ekbatani, 2011) the definition of the speaking ability consisted of a linguistic description recognizing two major components: accuracy (i.e., pronunciation, grammar, and vocabulary). It is as stated by (Blevins, 2001) that fluency is the ability to read smoothly, easily, and readily with freedom from recognition problems. According to (Hornby & Cowie, 1995) Developing means try to have more advanced political and economic systems and (Heinich, 1979) educational research and development refers to a systematic process for developing and validating an educational product. Furthermore, (Dick & Carey, 2015) define ten steps of the systematic steps in conducting Research and Development (R and D). While (Meredith D Gall et al., 2007) define research and development (R & D) in education is the process used to develop and validate a product of education. According to (Arsyad, 2016) media is the intermediary link which is located between the two parties, or means of communication such as newspaper, magazines, radio, television, film, posters, and banners. According to (Pellegrini & Glickman, 1991) there are three dimensions of game as follows: (1) game as a tendency, (2) games as a context, and (3) games as a behavior that can be observed, game is a term that means any activity undertaken for pleasure generated, regardless of the final

result. (Stevenson, 2010) defines the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. It is as said by (Jackson & Ze Amvela, 2001) that the terms vocabulary, lexis and lexicon are synonymous. It is as defined by (Boyer, 2002) that pronunciation is a necessary part of speaking (oral communication). It is as defined by (Bell & Pomerantz, 2015) that in the early stages of language learning, instructors and students may want to keep in mind the goal of communicative proficiency.

Based on the interview was conducted by the author to the English teacher and student. The author found some problems in English teaching and learning activity. The problems were the teacher's problems and students' problems. The first was the problems faced by the English teacher. The problems were the students' ability in comprehending the materials and speaking English. The teacher faced some problems in teaching speaking, such as pronunciation, grammar, vocabulary mastery, and fluency. The second was the problems faced by the students. The problems were the teacher rarely used the media in the classroom, some students did not focus when the teacher explained the materials, the students did not understand about the materials were explained by the teacher, students were difficult to speak English, and students' motivation in learning English was low.

Besides that, the author also asked the English teacher about the media should be developed for language learning, especially for teaching speaking because she thought that speaking skill is the hardest skill that should be mastered by the students. On the other hand, the author asked the students about the media that are most liked by the students. The students liked pictures, music, and games which can be used inside and outside the classroom. The students said the media would be developed by the author should be able to improve students' speaking ability. So the students would easily practice speaking English.

Therefore, the author was interested in conducting a study entitled: "Developing English Teaching Media by Using Hopscotch to Teach Speaking to Students of Public Junior High School Tugumulyo."

II. METHOD

In developing English teaching media by using hopscotch to teach speaking to the students of Junior High School, the study used the R & D approach. According to (M D Gall, 1989) define research and development as follows:

"Research and development is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards."

Therefore, Research and Development (R & D) in education is the process used to develop and validate educational products. So the objective of this study was to the birth of a new product or improvement of old products to enhance the performance of education, this meant that through the results of Research and Development (R & D) of this study was expected to be more effective educational process and /or following demands.

III. PROCEDURE OF THE STUDY

Research and Development (R & D) model in developing English teaching media by using hopscotch as a set of procedural steps was conducted by the author. In this study, the author limited the steps of the R & D cycle by Borg and Gall.

Therefore, the author used seven simple steps in conducting this study. It is as stated by (M D Gall, 1989) that under-graduate students “take the small-scale project that involves a limited amount of original instructional design” and limit development to just a few steps of R & D cycle.” The explanation of each step was explained in the following:

Step 1: Research and Collecting information

In this study, the author made an observation at school that became the object of the study. At the time, the author conducted interviews with English teachers and students to find out what were the problems faced by teachers and students in teaching and learning activities in an English lesson. The author found the problems dealing with the media. At this stage, the author conducted the observation two times. The first observation was held before using the media and the second was conducted after using the media.

Step 2: Planning

At this stage, the author collected the materials and the data for the media to be developed. Lastly, the author made the design of the products, the concept of the products, identified standard competences, formulated indicators, developed test instruments and identified students' characteristic.

Step 3: Developing Preliminary Form of Product

After planning, the author made grading and assessment instruments of the products were developed. Lastly, the author made the design and initialed the concept of the product. In this study, the product that has been developed by the author was hopscotch.

Step 4: Main Product Revision

Product revision was done by the author based on the results of preliminary field testing and after received the suggestions from the experts and English teacher. Before English teaching media by using hopscotch was implemented by the author in the classroom. The media were needed to be tested in order to get valuable suggestions dealing with the effectiveness of the hopscotch. This study involved three experts in the process of revising the product. The experts validated the media by using their judgment of the validation form which was given by the author. During that time, the experts provided some inputs and advices to the media for repairing and improving before the products were produced and used in Junior High School.

Step 5: Main Field Testing

Main field testing was very important to know the media that was developed by the author. The trial was aimed to determine the products developed have a decent quality used in the learning process. At this stage, the field testing was carried out by the author to Students of Public Junior High School Tugumulyo, Musi Rawas.

Step 6: Final Product Revision

Furthermore, the media which was developed and tested in the school has been validated by the experts. At this stage, the experts provided input and advice to the media for repairing and improving the media before it was produced and used in Junior High School.

Step 7: Producing the Final Product

The last step was producing the final product. After analyzing the results were given by the experts and English teacher. The author focused on the producing the final product of hopscotch by editing and revising the media in order to get better in the implementation. At the end, the product was able to be applied in teaching speaking to Junior High School students.

IV. THE TRY-OUT

The author tried out the media to collect data that were used as a basis for establishing the feasibility of developed products. The processes of developing the media were in the following:

- Expert Evaluation was done by the author to take the data from questionnaire was related to students' speaking ability and the use of media in learning and teaching English. Furthermore, the results of the questionnaire were analyzed by the author to serve as the basis for revising the first product.
- One-One Evaluation was conducted by the author with a student to review the results of instructional media were developed. The author was accompanied by the evaluator, in this case an English teacher who was acting as an evaluator. Evaluator sat with students when students used instructional media were developed by authors, observed how the media were used by the students, wrote students' comments, asked the students during and after used the media. Students were also required to complete the pre-test and post-test to measure the effectiveness of the learning outcomes by using the results of the development of the learning media.
- Small Group Evaluation was involved by 8-20 students to measure the effectiveness of the developed media, ensured the learning materials were appropriate, assessed the design, and found out whether the developed media were able be used by the students and English teacher .
- Field Trial was tried out to Students of Public Junior High School Tugumulyo to know the effectiveness of developing media by using hopscotch to teach speaking. There were three meetings that have been done by the author. The try-out was conducted on 12th, 13th, and 18th of March 2018. Before the author tried out the product, the author needed to prepare the lesson plan and showed how to operate the media to English teacher. On the next meeting, English teacher held the class by herself based on the syllabus and lesson plan as well as the instructional materials before applying the try-out. In this part, the author acted as an assistant, controlled and gave some

suggestions if the teacher needed clarifications when the students faced the problems in teaching and learning process in the classroom.

V. TYPE OF DATA

In this part, the writer explained technique for collecting the data. There were interview, test and questionnaire.

V.I. Interview

Borg and Gall (2007:228) state that interviews consist of oral questions asked by the interviewer and oral responses by the researcher participants. Respondents typically speak by using their own words and their responses are recorded by the writer by using audiotape or videotape, through handwritten, or in a short-term memory for later note taking. There are three kinds of interview as follows:

- **Structured interview**

It involves a series of closed-form questions that either have yes-no answers or can be answered by selecting from among a set of short- answer choices.

- **Semi structured interview**

It involves a series of structured questions and then probing more deeply using open-form questions to obtain additional information.

- **Unstructured interview**

It does not involve a detailed interview guidelines, the writer asks questions that gradually lead the respondent to give desired information (Borg and Gall, 2007:246).

V.II. Test

In this study, the test was used to collect data on student learning outcomes in an effort to improve student achievement. Tests according to (Arikunto, 2010) is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, or talent owned by individuals or groups.

V.I. Questionnaire

In this study, the last part of data collection technique was questionnaire. The writer distributed the questionnaire to the students. The questionnaire aimed to know the students' perspective about English teaching media is developed by the writer. It used multiple choices which consist of a, b, c and d as the options. According to (Scott & Morrison, 2001), questionnaire is an appropriate tool for conducting research in both the natural and social sciences, and that the researchable is only that which is amenable to our senses and capable of measurement. widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

In this study, the data was divided into two, namely quantitative and qualitative data. Therefore, qualitative data in this study described words or sentences obtained from observations and interviews for the conclusion. While quantitative data in this study obtained from the questionnaires validation and the limited test questionnaires were processed using descriptive statistical, covering techniques of descriptive statistical calculations.

VI. TECHNIQUE FOR ANALYZING THE DATA

In this part, the author explained the technique for analyzing the data by using the formula. The formula used to analyze the questionnaire and the test. In this study, the data was analyzed by using questionnaire. To analyze the data from the questionnaire, the author used percentage analysis. The formula was as follow:

$$P = \frac{F}{N} \times 100\%$$

Next the test was analyzed for measuring the effectiveness of this study. On this step, the author applied pre-experimental single case and post-test design. The author used the SPSS 20 (Statistical Package for Special Science) program. Next, the results of pre and post-test were calculated by using this formula (Sugiyono, 2013) :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Moreover, the author used paired sample t-test by using SPSS 20.0 (Statistical Package for Special Science). In this study, normality test was not used because the test was in the form of oral test so that the author only calculated the statistical test to know the effectiveness of using the media were related on students' speaking ability.

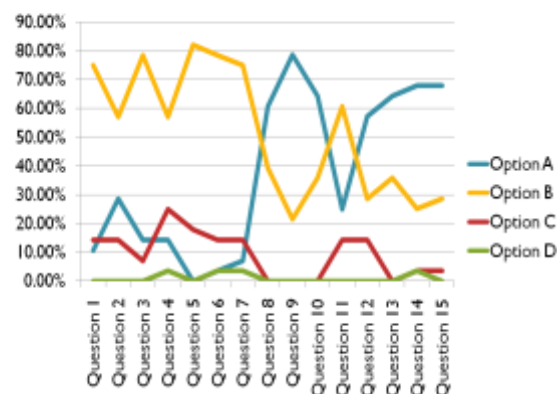
In calculating the data by using SPSS 20.0, the author performed three stage of statistical process. The first was paired sample statistics to find the mean (average) between pre-test and post test, standard deviation and standard error of mean. The second was paired sample correlations to find correlation strength of both sample and sig value. The last was paired sample test to look for difference test of paired sample mean, standard deviation, standard error of mean, the highest and lowest interval value. So t-obtained was counted then matched to two-tail test of t-table.

VII. FINDINGS AND DISCUSSION

The presented the findings of the study from interviews, tests and questionnaires. The author carried out research and development of English teaching media by using hopscotch to teach speaking to Students of Public Junior High School Tugumulyo, Musi Rawas as place of preliminary research and tried out the media.

The first was Interview. Interview was conducted by giving a number of questions to English teachers and students. By conducting interview, the author obtained the necessary data accurately. After obtaining the data of the interview result, the author analyzed and interpreted it by detailing it.

The second was questionnaires. The data was collected not only from the results of test, but also from the results of the questionnaires were given to the students. The questionnaire we re given to the students consisted of 15 questions which was related to students' speaking ability and the use of English language learning media in the classroom. The questionnaire asked developing English teaching media by using hopscotch to Students of Public Junior High School Tugumulyo especially the students of class VIII was consisted of 28 people as the sample of the study. The percentage of students questionnaires were showed in the following chart:



The third was test. The author analyzed the output of paired sample test. Based on the output, mean of paired differences was -12.500, standard deviation of paired differences was 6.3465, standard error of mean of paired differences was 1.1994 with 95% confidence interval of the difference of lower interval was -14.9609 and upper interval of differences was -10.422. Then, the test statistics showed Sig. value of 2-tailed of t-table was 0.0001 and coefficient $\alpha = 0.05$ with -T score = - 10.422 and T table = 2.052. It can be inferred, because the value of Sig. < α or -T score < T Table then the decision was to receive H0 (Null Hypothesis).

In other words, there were significant and influential differences from the pre-test and post-test results, so the "Hopscotch" learning media was effective for learning English and this media can be applied in teaching and learning process at Junior High School.

VIII. THE RESULTS OF FEASIBILITY TEST OF MEDIA

The feasibility test was carried out by the team of experts. They were two lecturers of STKIP-PGRI Lubuklinggau and English teacher of Students of Public Junior High School Tugumulyo. The following was the result of feasibility test of the "hopscotch" which was developed by the author and the evaluation results were described below:

Table 1: First Expert's Feasibility Assessment of Media

Expert's Name	No	Scroing Criteria	Score
Ayu Oktaviani, S.Pd., M.A.	1	Component/Content	14
	2	Speaking materials	13
	3	Exercise	6
	4	Suitability to the curriculum	17
	5	Suitability to the students	9
	6	Suitability to the teacher	12
	7	Media	20
Total Score			91
Maximum Score			124

$\text{Percentage} = \frac{\sum(\text{Answer x score of each items}) \times 100\%}{N \times \text{maximum score}}$	73.39%
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Table 2: Second Expert's Feasibility Assessment of Media

Expert's Name	No	Scoring Criteria	Score
Dodik Mulyono, M.Pd.	1	Component/Content	16
	2	Speaking materials	16
	3	Exercise	6
	4	Suitability to the curriculum	16
	5	Suitability to the students	9
	6	Suitability to the teacher	12
	7	Media	25
Total Score			100
Maximum Score			124
$\text{Percentage} = \frac{\sum(\text{Answer x score of each items}) \times 100\%}{n \times \text{the highest score of each option}}$			80.64%

Table 3: English Teacher's Feasibility Assessment of Media

Expert's Name	No	Scoring Criteria	Score
Retna Dwi Susilawati	1	Component/Content	20
	2	Speaking materials	17
	3	Exercise	7
	4	Suitability to the curriculum	16
	5	Suitability to the students	11
	6	Suitability to the teacher	16
	7	Media	25
Total Score			112
Maximum Score			124
$\text{Percentage} = \frac{\sum(\text{Answer x score of each items}) \times 100\%}{N \times \text{maximum score}}$			90.32%

Based the result of the feasibility tests was validated by the experts. It was obtained the percentage of media feasibility of the first expert was 73.39% (Good), second expert was 80.64% (Excellent) and the English teacher was 90.32% (Excellent). To find the average score of feasibility test score among three experts. So the author calculated

by summing the three results and divided by the total experts. So the final result was 81.45% with category "Excellent". It can be concluded that "hopscotch" was developed by the author was very good and can be used for speaking and applied learning or it can be inferred that the media was valid and feasibility to be used in Junior High School.

IX. DEVELOPING MEDIA

In this study, the author developed 5 products in the form of hopscotch. They were hopscotch box, hopscotch banner, coin, numbered card and the teacher's manual. First was Hopscotch box. Hopscotch box was designed by the author to package hopscotch banner, coin, numbered cards and teacher's manual to look attractive and well protected. The author designed hopscotch to draw and use the space theme to make the hopscotch box look attractive to students. Second was hopscotch banner. Hopscotch banner was designed according to the needs of junior high school students who love interactive learning media in English language learning especially speaking learning. Hopscotch banner was designed in accordance with a predetermined theme of space and used materials that were easy to use, waterproof, durable and easy to store. Thus, the author used banner as the basic component of hopscotch banner. Third was coin. This coin was designed with such an interesting and circular shape with a diameter of 6 centimeters. This coin was made of lightweight wood material that has been smoothed and then painted using red base color and on both sides the author coated it with a space-themed sticker paper to make the coin looked attractive. Fourth were the numbered cards. The numbered cards were designed by the author interestingly. The author used some animation pictures and on the front view of the card, the author designed with interesting using numbers from 1 to 10 with an interesting design. Then, the author coated the cards were laminated by using plastic. And the last was the teacher's manual. Teacher's manual was designed by the author. The author initialed the concept, composed the writings, and the designed the teacher's manual. In other hand, the author was helped by contributor who was able to print the sticker and photo paper. The contributor also helped the author to operate "Windows Photo Viewer" as the software was used in the layout of the media.



Figure 1: The Hopscotch Box

(a) The Upper Design of Hopscotch Box



(b) The Left Side Design of Hopscotch Box

Figure 2: The Hopscotch Banner



Figure 3: The Coin



Figure 4: The Hopscotch Cards



(a) The front side design of the numbered cards



Figure 5: The Teacher's Manual



X. CONCLUSION AND SUGGESTION

Conclusion

In the process of developing English teaching media by using hopscotch, the author used Research and Development (R & D) developed by Borg and Gall. In the case of R & D project, Borg and Gall suggest that undergraduate students may take small-scale projects were limited R & D cycle. Therefore, in this study the author simplified the cycle of educational Research and Development. They were research and information collecting, planning, developing preliminary product, main product revision, main field testing, second product revision, and producing the final product.

In this study, the author developed English teaching media in the form of hopscotch. The media was developed by the author have been validated by the experts in order to know the validity of the media. The media have been developed by the author were hopscotch banner, the coin, teacher's manual, numbered cards were effective and appropriate for teaching speaking skill to Students of Public Junior High School Tugumulyo, Musi Rawas.

Suggestion

The author would like to give some suggestions to the English teachers, the students, and the readers. The first is to The English teachers. English teacher should use interesting learning media to improve students' speaking skill such as Hopscotch which was developed by author. The second is to the Students. Students must actively practice in learning English and ask the teacher by using English. The last is to the readers. The readers would use the results of this study and make it as a reference for further study and the use of English learning media in the teaching and learning process of English should be improved.

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