



**STUDY OF THE TEACHING ENGLISH TO THE STUDENT
OF THE FOURTH GRADE OF MADRASAH IBTIDAIYAH
MIN 1 KOTA MALANG**

SKRIPSI

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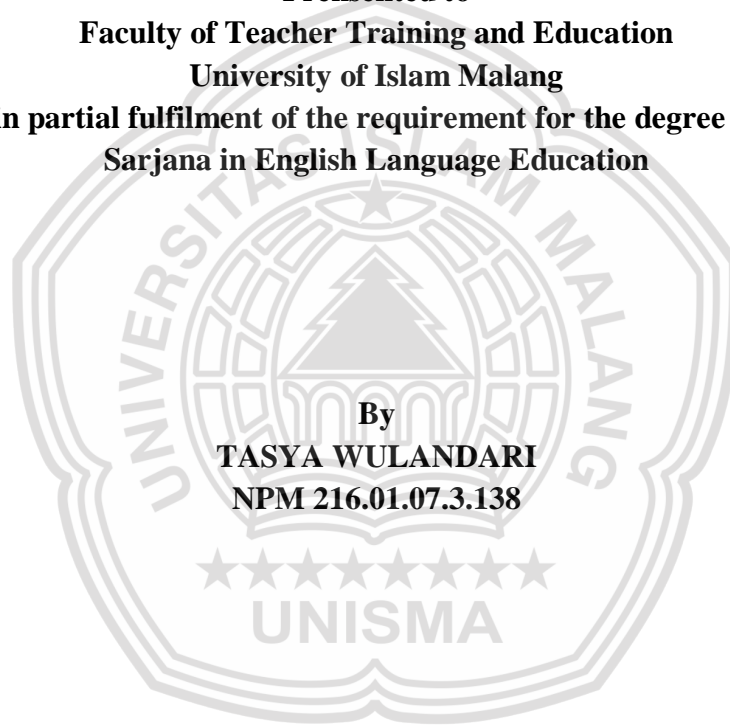
**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JANUARI 2023**



**STUDY OF THE TEACHING ENGLISH TO THE STUDENT
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MIN 1 KOTA MALANG**

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ABSTRACT

Tasya, Tasya Wulandari. 2023. Study of the Teaching English to the Student of The Fourth Grade of Madrasah Ibtidaiyah Negeri 1 Kota Malang. *Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Drs. Yahya Alaydrus, M.Pd.; Advisor II: Henny Rahmawati, S.Pd., S.S., M.Pd.

Keywords: teaching techniques, teaching media, teaching materials

In the teaching and learning process, the role of a teacher has a very important meaning in developing the abilities of students. The purpose of this study is to find out how teachers teach in English language learning in Grade 4 Madrasah Ibtidaiyah Negeri 1 Malang City, starting from learning techniques, media used in learning, learning materials, problems during the teaching and learning process and how to overcome these problems, as well as English learning outcomes.

This research method uses descriptive qualitative research by obtaining data through interviews, observations and documentation studies. This study involved two participants, namely one teacher and twenty students of grade 4 MIN 1 Malang City. Based on the results of interviews and observational studies, researchers found that the techniques applied by teachers in MIN 1 Malang City are twofold, namely project-based learning and discovery learning by adjusting to classroom and student conditions. The media used are various kinds, namely PPT slide display, video and audio playback. The learning material refers to books and some are sourced from Google which have been modified by the teacher by considering the abilities of grade 4 MIN 1 Malang City students. Whereas in terms of assignment to students, teachers very rarely assign assignments to students. This has also had a positive impact on learning outcomes, where good achievements are shown with an average score above the average of 80, even students often take part in English subject competitions.

From the results and discussions that the researchers compiled, the researchers concluded that project-based learning and discovery learning are learning techniques applied by teachers using PPT slide media, video and audio playback in delivering learning materials. The material is taken both from books and the internet that have been processed by the teacher, so the learning results are quite good. Based on this conclusion, the researcher suggested that the technique and the media need to be innovated again by teachers in order to get excellent learning results and support students' ability to speak English.

ABSTRAK

Tasya, Tasya Wulandari. 2023. Study of the Teaching English to the Student of The Fourth Grade of Madrasah Ibtidaiyah Negeri 1 Kota Malang. *Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Drs. Yahya Alaydrus, M.Pd.; Advisor II: Henny Rahmawati, S.Pd., S.S., M.Pd.

Kata Kunci : teknik mengajar, media mengajar, materi pembelajaran.

Dalam proses belajar-mengajar peranan seorang guru mempunyai arti yang sangat penting dalam mengembangkan kemampuan peserta didik. Tujuan dari penelitian ini adalah untuk mengetahui cara guru mengajar dalam pembelajaran Bahasa Inggris di Kelas 4 Madrasah Ibtidaiyah Negeri 1 Kota Malang, dimulai dari teknik pembelajaran, media yang digunakan dalam pembelajaran, materi pembelajaran, permasalahan selama proses belajar mengajar dan cara mengatasi permasalahan tersebut, serta hasil pembelajaran Bahasa Inggris.

Metode penelitian ini menggunakan penelitian kualitatif deskriptif dengan mendapatkan data melalui wawancara, observasi dan studi dokumentasi. Penelitian ini melibatkan dua peserta yaitu satu guru dan dua puluh siswa kelas 4 MIN 1 Kota Malang. Berdasarkan hasil wawancara dan studi observasi peneliti menemukan bahwa teknik yang diterapkan oleh guru di MIN 1 Kota Malang ada dua yaitu *project based learning* dan *discovery learning* dengan disesuaikan kondisi kelas dan siswa. Media yang digunakan berbagai macam yaitu penampilan slide PPT, Pemutaran video dan audio. Materi pembelajarannya mengacu pada buku dan ada pula yang bersumber dari google yang telah dimodifikasi oleh guru dengan mempertimbangkan kemampuan siswa-siswa kelas 4 MIN 1 Kota Malang. Sedangkan dalam hal penugasan kepada siswa, guru sangat jarang memberikan tugas kepada siswa. Hal ini pun telah berdampak positif terhadap hasil pembelajaran, dimana prestasinya bagus yang ditunjukkan dengan nilai rata-rata di atas rata-rata 80, bahkan siswa sering mengikuti perlombaan mata pelajaran bahasa inggris.

Dari hasil dan pembahasan yang peneliti susun, peneliti berkesimpulan bahwa *project based learning* dan *discovery learning* menjadi teknik pembelajaran yang diterapkan oleh guru dengan menggunakan media slide PPT, Pemutaran video dan audio dalam menyampaikan materi pembelajaran. Materinya diambil baik dari buku maupun internet yang telah diolah oleh guru, sehingga hasil pembelajarannya pun cukup baik. Berdasarkan kesimpulan ini, peneliti menyarankan bahwa teknik dan media nya perlu ada inovasi lagi oleh guru dalam rangka mendapatkan hasil pembelajaran yang sangat baik dan menunjang kemampuan siswa untuk bisa berbahasa inggris.

CHAPTER I

INTRODUCTION

In this chapter, the researcher points related out the background of the study, problem and the purpose of the study, scope and limitations, significance of the study, as well as the definition of key terms.

1.1. Background of Study

English at the elementary school level, has actually been implemented since a long time ago, but is further optimized when English is included in or as a local load area (MULOK). This is based on minister of education decree number: 060/U/1993, the authority to designate subjects as local content is the Ministry of Education and Culture (now Depdiknas) Level II (local content in English is and with the approval of the Regional Office, with the understanding that written information and the ability to understand simple expressions must be provided. In this decree it is also mentioned that English lessons in elementary school can begin to be taught in grade IV (Sudrajat, 2013: 13). After this government policy, English was taught in all public and private primary schools, and English progressed very rapidly.

As a result, the general of English as part of an elementary school subject is growing rapidly and English as a foreign language in Indonesia has made great progress as primary schools compete to use English in their classrooms. Beginning to introduce English in kindergarten (Maili, 2018). English is the

encouragement of our school and the pride of our students' parent. Schools that teach English are considered more compared to schools that do not offer English as a subject (Zein, 2017). No wonder in the early 2000s there was a tendency for parents to prefer to send their children to schools where English is taught by local students (MULOK).

The position of mulok in the primary school subject is the embodiment of the locally applicable part, aimed at providing students with the skills deemed necessary from a local point of view, and how this mulok provision is adapted to the situation. so that I need the surroundings. In general, MULOK topics are full of local languages, but along with public awareness of the importance of the English language, very simple schools eventually add English as their MULOK. With the MULOK program, primary school graduates who do not continue school are expected to acquire more skills in the form of a foreign language that they can use for a living (Sutarsya, 2017).

In the next development, English for elementary school is increasingly recognized by being mentioned in the Curriculum of Education Unit Level (KTSP) in 2006. According to Permendikno no. in 2006 22 regarding content standards and Permendiknas n. in 2006 23 regarding graduate competency standards, english are one the compulsory local subjects to all primary school students from grades I to VI, Aleksi's learning time is 2x35 minutes per week (Kalsum, 2016) According to the KTSP, English was taught as MULOK in almost

all primary schools in Indonesia, although initially English was taught only in grades IV-VI and all grades from grade one.

A dramatic change in the state of English in primary school occurred in 2012 when the government planned to replace the KTSP in 2013. The new curriculum is based on the spirit to implement more democratic education programs (Zein, 2017). The 2013 curriculum prioritizes an equitable, student-centered teaching model to make the learning process more transparent. The teaching content prioritizes the right to freedom of education while preserving religious values, cultural and ethnic diversity.

As the curriculum is planned to be implemented in 2013, many experts believe that primary education should focus more on developing a child's personality through standard religious and cultural values in Indonesia claims to be. This approach later changed the structure of primary education, where children had to learn more about the country's religious values and culture before being exposed to foreign (English) cultures. believes that learning a foreign language can lead to language loss (Indonesian). Therefore, it is recommended that English should not be included in the primary school curriculum.

So in the two thousand thirteen curriculum where english is not included in curriculum. The elimination of english subjects in elementary school by the Ministry of Education because it is considered only burdensome for students, which then officially eliminates English subjects in elementary school starting the 2013/2014 year school. The elimination of the plan is carried out gradually until

2016/2017. However, English is still applied and schools are given the freedom to and should not do English learning in elementary schools. The government allows primary schools to decide whether to practice English or not to practice English and the implementation of English in elementary schools is held by not disturbing other subjects that are carried out in elementary schools.

Teaching language to elementary school children in Indonesia is important to be taught. This is considering that elementary school children as a young generation who will be the successor of the Indonesian nation need the provision of international communication tools, namely English. English is a medium of oral and written communication. Communicating what we know is the understanding and expression of communication skills in information, thinking, feeling and development of science, technology and culture Design skills are able to understand and process oral and written texts. This is made possible by her two language skills: receptive and productive.

Receptive skills include listening and reading skills, and productive skills include speaking and writing. English courses are therefore designed to develop these skills so that graduates with a certain level of literacy can communicate and plan in English.

According to Pushpa (2018: 30), English plays an important role in both the Indonesian education system and the Indonesian nation. English is now spoken at the school and university levels. The new education policy states that special emphasis needs to be placed on the study of English. English may not be the most

widely spoken language in the world, but it is the official language of many countries. English is used in many places for people in the sense that it is used in English to communicate with others.

Learning English is already a major need today, Rahmi (2014) (in Aditomo, 2019: 2) says that the purpose of teaching English to today's students is to introduce them to English as a second language, to acquire basic English knowledge and to motivate them to learn English by rewarding them your needs and interests in this language in the future If you didn't speak English, you would be a big fish in a small ocean. For today's people, even if they rely on technology for their lives, they will also encounter English in all its aspects, with people surrounded by English from the time they wake up to the time they go to sleep To make life easier, they should learn English.

If you need to note that the level of ability or proficiency of Indonesian citizens in terms of Speaking English today is still categorized as the lowest of various other countries. As the results of the EF EPI (EF English Proficiency Index) study in 2020, The Country of Indonesia was ranked 74th out of 100 countries, which are categorized as having low levels of English proficiency. This is very concerning, seeing all aspects of English is something that it has a great influence on the development of the nation and the state.

Therefore, English learning should get more attention from teachers in terms of educating students as the next generation of nation and state. English can be taught early on, starting from elementary school (elementary school) or Madrasah

Ibtidaiyah (MI). Students at the elementary /MI level who are on average in the age of 7 to 12 years are more likely to like unique things, the curiosity that encourages the desire to know tends to be greater in children aged 7 to 12 years, besides that the memory of the child's reminder is stronger.

Elementary school children (SD) or Madrasah Ibtidaiyah (MI) aged 7-12 years are psychologically in middle childhood, middle childhood. This age became a golden age to learn a language other than the mother tongue (first language). According to Erikson (in Hurlock, 1993), children's language skills at this age are more developed by thinking concrete operational concepts. The condition of the brain is still elastic and flexible so that the absorption of language is easier.

In terms of increasing the interest in reading and the ability of students since elementary school or Madrasah Ibtidaiyah, a teacher must have a way or method with the aim of making it is easier for students to memorize and understand English as a learner. The role of teachers in the successful implementation of English language teaching in Ibtidaiyah Elementary School or Madrasah is very important.

Hutchison and Walter as cited in (Sudrajat, 2015: 15) states that the teacher must have three things: (a) a positive attitude towards the content of the subject matter, (b) have knowledge of the basic principles of teaching materials and (c) realize the ability he has. About the competence of the teacher, it must be realized that the personality of the teacher has been formed from the beginning. But some

many more skills and attitudes must be learned by teachers to improve their competence.

As Scott and Ytreberg as cited in (Sudrajat, 2015: 15) suggests several things that can improve the skills and attitudes of teachers in dealing with young students. One of them is by singing and playing a musical instrument during the implementation of the teaching and learning process. Although teachers are not expected to be good music teachers, we can learn to sing easy children's songs and play existing musical instruments. Acting as someone else also when telling stories will also facilitate the teaching and learning process. Another thing to consider is the influence of the teacher's attitude towards the student. The expected attitude of the teacher towards his students is to know the ability of each student based on the ability of the student himself.

Understanding the character of young learners of age is very important for the continuity of the English learning process. This is important because it can give intelligent consideration to the selection of appropriate subject matter, media, and teaching techniques. The following is the character of young learners of age according to Clark (1990); Scott & Ytreberg (1992), and Halliwell (1994): (1) Young learners of elementary school level can interpret meaning without one by one translating words. They also quickly interpret meaning through intonation, gestures, or from the expression of the face or face; (2) They have the skills to compose and combine words into sentences; 3 They retell what they have done or heard. (4) Planning activities; (5) Argue and say the underlying reasons for what

is being thought; (6) Using common sense (Using the power of a living imagination); (7) Use a variety of intonation patterns in their mother tongue. In addition, young students of age are also excited and positive to learn, enjoy playing and can learn quickly if they enjoy it. The real world is very dominant in their thinking and logic plays a role in capturing a message. What is said first must be done first. In connection with the above opinion, Kasbolah (1993: 12) concluded it in a simple language that is learning by doing which can be interpreted as learning while playing or learning while working.

In the teaching and learning process, the teacher's role is very important for the skill development of learners. As a above presentation, therefore researchers in this study raised the title of "Study Of The Teaching English To The Student Of The Fourth Grade Of Madrasah Ibtidaiyah Min 1 Kota Malang".

1.2. Research Problems

Based on the background of the study, it has seven research problems which are followed :

1. How are teaching techniques on learning English language education in MIN 1 KOTA MALANG?
2. What learning media is used by teachers in English learning in the fourth grade of MIN 1 KOTA MALANG?
3. What are the teaching materials taught by teachers in Learning English in the fourth grade of MIN 1 KOTA MALANG?

4. What problems do teachers face in learning English to students in MIN 1 KOTA MALANG?
5. How to solve the problems that exist in Learning English in the fourth grade of MIN 1 KOTA MALANG?
6. How is the achievement in learning English in the fourth grade of MIN 1 KOTA MALANG?

1.3. The Purposes of the Study

The purpose of the study, related to the above research problems can be explained as follows.

- 1 To find out the application of teaching techniques to the learning materials of English language education in MIN 1 Kota Malang.
- 2 To find out the learning media used by teachers in English learning in grade 4 MIN 1 Kota Malang.
- 3 To find out the material used by teachers in English learning at MIN 1 Malang City.
- 4 To identify the problems faced by teachers in learning English for grade 4 students in MIN 1 Kota Malang.
- 5 To find out how teachers overcome problems that exist in English learning in grade 4 MIN 1 Kota Malang.
- 6 To identify and analyze learning outcomes in English language learning in grade 4 MIN 1 Kota Malang.

1.4. Scope and Limitation of the Study

The problem formulation led researchers to focus this research by analyzing the role of teachers in the teaching-learning process for students who learn English to increase their reading interest and ability to speak English. Because in Madrasah Ibtidaiyah education there are 6 (six) class levels, namely grade 1 (one) to grade 6 (six) then researchers will focus their research on grade 4 (four) Madrasah Ibtidaiyah with consideration of effectiveness and efficiency in this study.

Then the scope of this research focuses more on how teachers provide English lessons because of the methods and approaches used by teachers in the process of teaching and learning.

1.5. Significance of the Study

It is hoped that this study can be useful English teachers, Madrasah Ibtidaiyah students, and other researchers.

1. English teachers

This research is expected to contribute to English teachers that the use of grammar and methods in the teaching-learning process is an important part in terms of supporting English language learning.

2. Madrasah Ibtidaiyah students

It is expected that students are more interested in reading with English and their ability to improve in English.

3. Other researchers

The study is expected to provide information, models, or references to be developed in future studies, and researchers expect other researchers to evaluate, revise, reconstruct, or modify these studies and write further research for other levels and purposes.

1.6. Definition of Key Terms

Researchers provide several definitions of key terms to prevent reader misunderstandings and obscurity.

1.6.1 Teaching Techniques

Techniq is a framework plan that is compiled systematically, methodically, integrally and purposefully. So that the teaching techniques in question is a framework plan prepared by the teacher in the context of implementing the teaching and learning process with systematic, methodical, integral and directed preparation.

In language, techniq can be interpreted as a tactic, tip, trick, or way, while in general techniq is an outline of the direction in acting to achieve a predetermined goal (Pupuh Fathurrohman and M. Sobry Sutikno, 2007: 3). In the context of teaching, according to Gagne's technique (Iskandarwassid & Dadang Sunendar, 2008:3) is an internal ability to think, solve problems and make decisions This means that the learning process forces students to think in their own way to analyze and solve problems that arise when making decisions A teaching and learning process strategy is a carefully prepared plan (with different activities) to achieve learning objectives (Mufarokah, 2009: 38).

1.6.2 Teaching Media

The word "media" comes from Latin and the plural of "medius" meaning medium, intermediate or introduction. In Arabic, a medium is an intermediary or the delivery of a message from a sender to a receiver. Thus, media is a means of learning information or channeling messages. Media is a tool used as an intermediary to convey messages and can stimulate the minds, feelings, and progress of students to encourage the teaching and learning process.

According to Sadiman (2009: 7), it is stated as follows: Media is anything that can be used to convey messages from a sender to a receiver to stimulate students' thoughts, feelings, attention, and interests in order for the learning process to take place. In the transmission of messages or information so that the message or information can be properly understood and understood by the recipient of the message, called mass media.

1.6.3 Teaching Materials ★★★★★★

Materials are all kinds of materials that help teachers carry out teaching and learning activities in the classroom. The material in question is either written or unwritten. In other words, materials are learning tools or means that are systematically designed to achieve expected competencies, including engaging materials, methods, limitations, and methods of evaluating these materials. Materials reduce the burden on teachers in (directly) presenting materials and give teachers more time to guide and support learners in the learning process, helpful in doing so.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher lays out the conclusions of the study, and the advice given by the researcher for the perfection of the way teachers teach well in English learning at the Primary School level.

5.1. Conclusions

As the discussion that has been presented by the researcher, the researcher can convey the conclusions of the study, namely, as follows.

1. Teachers in teaching apply project-based learning and discovery learning techniques that are adapted to the circumstances of the class and students. Then for assignments to students, teachers very rarely assign tasks.
2. Various media used are PPT slide display, video, and audio playback.
3. The learning material refers to a book entitled Grow with English A Thematic English Course for Elementary Students and some is sourced from Google for additional material that has been modified by the teacher taking into account the abilities of students in class 4 MIN 1 Malang City.
4. The problems faced by teachers are; a) internal; lack of student motivation, and the large number of students who consider English to be a difficult lesson; b) external; insufficient time for practice and a large number of students in one class.

5. Teachers overcome the above problems, using; a) addressing internal issues; the teacher always provides motivation by inviting them to play and sing in English, so that students feel happy with English subjects; b) addressing external issues; Teachers advise students to practice speaking English frequently with their immediate surroundings and teachers sometimes go directly to their parents by advising that their children should be frequently communicated with English at home. Then in terms of overcoming a large number of students, and teachers in the learning process there is such a thing as group learning.
6. Good performance is shown by an average score above the average of 80, even students often take part in English subject competitions.

5.2. Suggestions

In this case the researcher suggests that a teacher should be more innovative in providing English learning, as there are new English learning techniques. In addition, the media used needs to be improved and of course this must be facilitated by the school in order to achieve learning objectives. Suggestions for learning materials apart from subject books and the internet, teachers should also look for materials such as the results of researches on how teachers teach, so that the learning materials are more complete.

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