Developing english supplementary book in teaching speaking skill used visio media for 7 grade at MTs Syekh Subakir

¹Fathiah Salma*, ²Ahmad Saifudin, ³Siti Rofi'ah

123Universitas Nahdlatul Ulama Blitar
1fathiah17salma@gmail.com,
2saif.ahmad123coretandinding@gmail.com,
3sitirofiah.unublitar@gmail,com

INFO ARTIKEL	ABSTRAK
	Abstract: The purpose of this study was to determine the results of validator validation and student responses to the product that the researcher had developed in the form of a supplementary book with a combination of Visio media to test 16 7B grade students. MTs Syekh Subakir 1. This study uses Research and Development (R&D) used Borg and Gall theory (2003). The material presented in the media is descriptive text and this additional product focuses on speaking skill. Data collection technique were carried out used unstructured interviews and surveys. The instruments used are interview guidelines and questionnaires used a Likert scale. Based on the results of the validation carried out by material and media experts, from the results of student responses, the percentage of results obtained were 82,3%, 83,3%, and 79.8% with the criteria "Good or Valid or useful". so, it can be concluded that additional descriptive text books as learned media are very well used in the English learned process.

INTRODUCTION

The background of the research that I researched at MTs Shekh Subakir 1 is, students need additional learned books for learned English, because of the lack of explanation given by the teacher. And students feel less for the English material that is taught dared class. And for the problems experienced in the classroom, namely the lack of media for students to work on learned in the field of speaking. Therefore, I provide an additional book for speaking material, the process of developed an English complementary book in teaching speaking skills used Visio media for class 7B at MTs Syekh Subakir 1 and also measured the quality of the results of developed complementary books in teaching speaking skills used Visio media for classes. 7B at MTs Syekh Subakir 1. For this reason, the researcher will provide an additional book to be implemented for 7B grade students, a book that is easy to understand and understand for learned every English lesson. Researchers will make books that are as interested as possible, and provide discussions, simple examples of material, given additional illustrations that support the material presented. The researcher hopes that after the book is given and studied by students in the classroom, it will be useful for students, and it is hoped that it will help teacher to teach and better understand and understand additional English material, especially in the field of speaking. after the state-ofthe-art survey previous research: "The school requires learned English in combination with modern media, i.e. used Visio Media.

Visio media is an application program (software) to create and produce display material used in this study. A diagrammed program for Windows from Microsoft that includes a variety of pre-drawn shapes and picture elements that can be dragged and dropped onto the illustration. Users can define their own elements and place them onto the Visio palette. The Visio package is part of the Microsoft Office brand. Standard and professional editions are available. Visio was introduced in 1992 by Seattle-based Shapeware, which coined its name from the pre-drawn shapes. It changed its name to Visio Corporation in 1995 when it went public and was acquired by Microsoft in 1999 (Davis, 2021). There are few researchers who focus on speaking. There is limited research related to the Covid19 pandemic. Therefore, this study intends to shorten and make it easier for students to learn in class.

The purpose of this research is to make it easier to understand English learned for junior high school" (Visio Overview, 2021).

The quality of the book depends on the writer's ability. To help the teacher and the writer of the book, it is considered to arrange a module to be a supporter of the textbook. It is important to boost students' writing ability. Using the supplementary book as the main source needs teacher help. The teacher must guide and even explain the material from the textbook first to be understood by the students. Teachers as motivators, facilitators, and learning organizers need to understand the models and media used in learning (Fatih, 2020). The media and the specified model can pay attention to the characteristics of cognitive, affective and cognitive development psychomotor students as well as materials and learning objectives. By using a supplementary book, they could learn to speak by themselves everywhere and every time they want. supplementary book is a book that contains more students to practice (Tomlinson, 2011). So, textbooks are not only as a source of reading, but rather a source of digging knowledge in practice. Usually books are made so that students can write their work in books and there is often an answer key provided on the back books to provide feedback to students (Suharto et al., 2020).

English is a fun language. But many students feel that English is a difficult lesson in school. So, many of them are afraid to learn English, such as bed afraid of speaking English. One of the strategies that can be used to improve their motivation to learn in the classroom is by teaching English that is relaxed and enjoyable (Aprilia, 2020). The concept English represents various dimensions: for instance, English is the name of a European people, and it is also the language as spoken by people in that country (as well as in several other countries, depended on the definition of other concepts such as speaker and language). English is also, for instance, the codification of a language in dictionaries and grammars, and in many contexts (particularly related to education) it also refers to literature written in English. What English is depends on the context in which the reference is used. And what English is in a particular context will affect how matters of English and the people who concern themselves with it are treated in this context and related contexts (Rindal, 2014).

The first was created by a teacher, for example, a lack of skill in using for assessment, problems in creating a lesson plan, and a restricted ability to implement the acquired procedure and assess it. The second stemmed from outside teachers, such as a lack of facilities, a lack of technical guidance for students' learned outcomes, a lack of technical guidelines for the way and model of reporting learners' learned outcomes, a lack of guidance on subject material distribution per semester, and a lack of matriculation program guidelines. supplementary book is a book that contains more students to practice (Tomlinson, 2011). So, textbooks are not only as a source of reading, but rather a source of digging knowledge in practice. Usually books are made so that students can write their work in books and there is often an answer key provided on the back books to provide feedback to students.

The goal of teaching speaking skills based on Brown (2010:141) is communicative efficiency, students as the speaker should Understand what they are Sayed and the hearer should catch the message dared speaking activities. With many efforts' students should try to avoid confusion in the message by eluded mistakes in pronunciation, grammar or words choice. Beside students observe the social culture rules that contained in each communication situation.

The researcher's history includes career as a teacher at MTS Syekh Subakir 1, where she gained some, I've had some experience teaching English in the classroom and also have come into some difficulties. One of them was a shortage of learned skills. that students and schools reported, as well as curriculum changes that teachers found difficult to adjust to, instructional techniques, and the use of Technology in schools. In addition, Sudama (2015) found that teachers in Tangerang, Indonesia, were ineffective in conducting English teaching in elementary. Other findings revealed that teachers' proficiency in material selection, development, and design; Tests were also low or weak in respect on teaching and learning processes, as well as the utilization of media and technology. The major goal of this study is to analyze the obstacles faced by an English teacher in their teaching as well as the solutions they developed to handle the situation they faced, based on the explanation and results of the previous research mentioned above. As a result, the success or failure of teaching English in the classroom cannot be separated from the efforts of other stakeholders. (By & In, 2010).

METHOD

The objective of those research are includes: to develop 1). develop an English complementary book in teaching speaking skills used Visio media for grade 7 B at MTs Syekh Subakir 1. 2). to find out

the quality of the results of developed complementary books in teaching speaking skills used Visio media for class 7B at MTs Syekh Subakir 1. expected to provide benefits, among others: 1) Other researchers, this research is expected to be a reference for other researchers and Visio media can be developed better, 2) Students, a) Students are expected to be more interested and more active and creative in helped their understand of skills speak English through the process of learned English with Visio media. b) Students can get interested learned experiences through English audio media and it is different from previous English learned because it uses new Visio media from conversations and materials dured the learned process, 3) Teacher, a) Teacher can use Visio media in conveyed the learned process in mastery of English. b) Teacher can improve the effectiveness of concrete learned in mastered speaking skills. c) Teacher can improve the quality of learned, be more creative, varied and innovative in delivered English material.

This study used the Research and Development method proposed by Sugiyono(Kamal, 2019). This method is used to produce certain products and test the effectiveness of these products (Sugiyono, 2015). In this study, the type of product to be studied is in the form of a book media for learned English speaking skills that are quality and accountable. Research and development has 10 steps at Borg and Gall (in Sugiyono, 2015) included (1) Research and Preliminary Collection (research and information colleted), (2) Research planned, (3) Early Product Development (developed the initial form of the product), (4) expert validation (preliminary field tested), (5) product revision (main product revision), (6) initial test (main field trial), (7) product revision (operational product revision), (8) field test (field operational testing), (9) final product revision, and (10) final product revision.This research includes ten development steps which the end result is a ready-to-use product. However, considered that this research is still in the scope of simple research and the product is tested on a small scale, the researcher only uses seven research steps accorded to Sugiyono, namely needs analysis, planned, product development, validation, revision, product tested, evaluation.

Potential and problems, the study occurs because of the discovery of potential and problems. At this stage the researcher analyzes the problem which includes: the learned process, the media used, and the needs of students. Based on this analysis, Visio media and books for speaking skills can be developed. Data collection, researchers collect data or information after gated the potential and research problems. The data or information is used as material for product planned. The collection of data or information in this study is teaching materials collected from various related teaching sources. Product design Based on the data or information that has been collected, the researchers designed the product to be produced. The product design for developed book media for speaking skills was made by researchers used Microsoft word and photo shop applications. Design validation, the product that has been produced needs to be validated. Validation is an activity process to assess the feasibility of a product before bed tested on students. Product validation in this study was carried out by material expert lecturers and media experts. Design revisions, products that have been validated by material experts and media expert lecturers are corrected based on the results of the assessment. Product tested, after the product is repaired, tested is carried out to determine the effectiveness of the product.

Validity of The Research

Validity An instrument is said to be valid if it is able to measure what is will be measured. (Brown 2004:22) stated that the validity test is grouped into several types, there are: (a) content related evidence, (b) criterion related evidence, (c) construct related evidence, (d) consequential validity, and (e) face validity. The researcher compiled several instruments that will be validated by experts as follows: (a) instrument questionnaire validator, (b) learning expert validator, (c) media validator.

Reliability Reliability means the degree to which a reliability means the degree to which an assessment tool produces an assessment tool produces the stable and consistent results. To measure the reliability of an instructional guideline, the researchers conducted a book effectiveness test and product. According to Arikunto (2013:46) Reliability is then interpreted using the percentage of results that can be calculated using the following formula:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

P = Validity
$\sum x$= Number of assessment answers
$\sum x_i$= Highest Number of answers

Table 1. Percentage of validity according to Arikunto (2013)

Percentage (%)	Validity Category	Explanation Eligibility Category
85% - 100%	Very valid	Very decent
70% - 84%	Valid	Feasible
55%-69%	Less valid	Less feasible
40%-54%	Invalid	Very Importer

The following mathematical procedure is used to determine the percentage results of the evaluation score utilized:

$$Ps = \frac{s}{n} \chi\ 100\ \%$$

Information:

Ps = Percentage

s = The number of respondents' answers in 1 item

n = The ideal number of the item

Furthermore, the percentage of qualification obtained then interpreted into the qualification category based on the followed table:

Table 2. Qualification criteria for percentage analysis for expert validation, teacher and students response

| Average Score %	Category
00,00 - 20,00	Very poor / Very not Valid
20,01 - 40,00	Poor / Not Valid
40,01 - 60,00	Enough / Less Valid
60,01 - 80,00	Good / Valid
80,01 – 100	Very Good / Very Valid

HASIL DAN PEMBAHASAN

For the results of the percentage of needs analysis there are questions needed by students, namely 90% and obtained a percentage of 76.3% of students who have difficulty understanding the reading text. And for the aspect of the feasibility of the content of the material in the supplementary book there is a score of 82.3%, while for the media in the supplementary book it gets a score of 83.3% from the validation expert.

Result

Sebelum The used research model is Research and Development (R&D). The steps of research and development in this research were adapted from Borg and Gall (1983). This research was conducted to develop a learning model to teach descriptive text learning. In making agreements with the objectives of this study, appropriate research designs are needed to develop learning models. Research and development of the field education (R&D) is a process used to develop and ratify educational products (Scholar (1), n.d.).

The steps in this process are generally known as the R&D cycle consists of: an assessment of the results of previous studies that related to the validity of the components in the product to be developed, developed into a product, testing to the designed product, and review and correct the product is based on the test results. This is an indication that the product findings from development activities carried out have objectivity. The Borg and Gall R&D model consists of ten implementation steps including (1) research and Collection Preliminary (research and information colleting), (2) Research planning, (3) Early Product Development (develop preliminary form of product), (4) expert validation (preliminary field testing), (5) product revision (main product revision), (6) early test (main field testing), (7) product revision (operational product revision), (8) field test (field operational testing), (9) final product revision, and (10) dissemination.
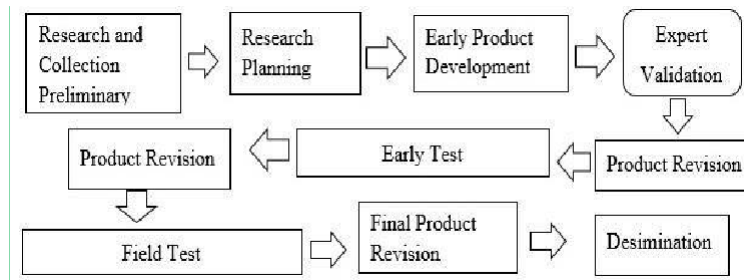
Picture 1. Research and Development (R&D) Model by Borg and Gall

The researcher must do this step to make product. This is different with developing model that explain about product design component that have been developed. Because of pandemic and limitation of the time, the researcher willed only took seven steps from Borg and Gall developed, such as: Need analysis, planning, product development, validation, revision, product trial, evaluation.

In this case, the researcher looks for and understands the problems that occur during the learning process. The researcher observed and followed the online learning process at MTs Syekh Subakir 01 Nglegok in the VII grade English subject. In this observation, the researcher focuses more on the learning media used in the teaching and learning process and the students' abilities. The fact that in the learning media class only uses English books and student worksheets (LKS), students' English skills are also difficult because the teacher explains the students' material directly in the online learning process. After knowing the problems that occur in online learning, the researcher conducted interviews with teacher and gave questionnaires to students, the researcher concluded that the main problem that hinders students' difficulties in mastering English is the lack of summarizing learning materials in English subjects, especially in conversation. The first step that must be done is to find out what learning is easy for students to understand.

Based on the identification of the need for additional teaching materials above, the researcher followed up with the design of the additional teaching material design in accordance with what was expected by the VIIB grade teacher of MTs Syekh Subakir 1, by Grade VIIB students of the MTs Syekh Subakir 1 2021/2022 school year.

In addition, from the results of the questionnaire, it is found that 90% of students answered that they needed an interesting method for learning English, especially in speaking problems. Furthermore, based on these findings the researcher developed additional supplementary book for 7th grade students of MTs Syekh Subakir 1.

Table 3. The Results of Need Analysis

Questions	Answer	
	Yes	No
1. Apakah anda menyukai pelajaran bahasa Inggri?	75%	25%
2. Apakah anda menyukai 4 (skill) bahasa Inggris (listening, speaking, reading, writing)?	65%	35%
3. Apakah anda senag terhadap pelajaran berbicara/ speaking dalam bahasa Inggris?	75%	25%
4. Apakah berbicara /speaking merupakang salah satu ketrampilan (skill) yang anda anggap sulit?	75%	25%
5. Apakah anda memahami materi pelajaran berbicara/ speaking dengan cara pengajaran yang selama ini dilakukan oleh guru anda?	70%	30%
6. Apakah anda merasa tertarik pada saat guru menunjukkan contoh audio?	80%	20%
7. Apakah anda merasa termotivasi untuk bertanya tentang hal yang anda baru mengerti dengan bimbingan dan arahan guru?	77%	23%
8. Apakah anda merasa kesulitan saat memahami suatu bacaan?	90%	10%

9. Apakah anda kesulitan saat mengerjakan soal tentang teks deskripsi?	80%	20%
10. Apakah anda kesulitan saat menggali informasi dari sut teks?	60%	40%
11. Apakah anda menyukai pembelajaran berbicara/speaking dengan metode terbaru yang akan dilakukan/diajarkan oleh peneliti?	75%	25%
12. Apakah anda suka jika descriptive diajarkan dengan metode termudah?	65%	35%
13. Apakah metode pembelajaran menggunakan media pada materi descriptive aspek spekaing cukup menarik?	88%	25%
14. Menurut anda apakah pembelajaran menggunakan metode yang unik dan menarik akanmeningkatkan belajar anda?	80%	20%
15. Menurut anda apakah pembelajaran menggunakan metode yang menarik dan unik akan meningkatkan belajar	89%	11%
Total	**76,3%**	

This research and development were conducted to find out how descriptive text is studied, especially for learning to speak. The students' goals towards the product after being declared valid by material experts and media experts showed the results of developing the module as a learning medium. Grade 7 students of MTs Syekh Subakir 1 conducted a product satisfaction survey. The following is a description of the results of product validation and student satisfaction.The descriptive text module is validated by learning experts and media experts before students are assessed. By a material expert lecturer, Ms. Istina Atul Makrifah., M.Pd is a media expert who validates this product, and media validation is carried out by Ms. Fitri Arini, M.Pd, an English lecturer at UNU Blitar.

The validation step is used to determine the feasibility of the newly produced teaching materials before being tested by students. Review by learning experts and media experts, covering all aspects of the developed media. The results of the validation are in the form of assessments, criticisms, and ideas or recommendations for the improvement of the developed educational material products. Prior to product validation, validation instruments including questionnaires were also validated to Mrs. Tyas alhim Mubarok, S.S., M.Hum, an English lecturer at UNU Blitar. The results of the validation of material experts and learning experts are developed in detail below.

Expert Judgment

The supervisor evaluates the instruments for media experts and material experts before to validation to media experts, material experts, and student trials. The validation stage is carried out by two experts after the supervisor declares the instrument valid. Data such as the following table is obtained as a result of the material expert validation:

Table 4. Material expert validation results

Indicator	Pakar Media	Total	**Percents**
Media Quality	3	9	75%
	3		
	3		
Design	3	9	75%
	3		
	3		
Use	3	12	100%
	3		
	3		
	3		
			83,3%

The validation results of the media expert Data such as the following table were obtained as a result of the media expert validation:

Table 5. Media expert validation results

ASSESSMENT INDICATORS	Media Expert	Amount for each Aspect	Percent
A. The suitability of the material with KD	3 3 3	9	75%
B. Concept accuracy	3 3 3	9	75%
C. Up-to-date material	3 3	6	72%
D. Encourage curiosity	3 3	6	72%
E. Teknik Penyajian	3 3 3 3	12	100%
F. Kaidah Bahasa	3 3 3	12	100%
			82,3%

Table 5. The results of questionnaire responses from students at MTs Syekh Subakir 01 Nglegok

No	Statement	Total for each Criteria	Percent
1	The media display of this book is interesting	52	81,25%
2	The media of this book makes me more enthusiastic in learning English vocabulary	45	70,3%
3	The material in this book is easy to understand and fits your needs	51	79,7%
4	This book media encourages students to think creatively and responsively	47	73,4%
5	Easy to read letters	52	81,25%
6	Clarity of material according to learning objectives	52	81,25%
7	This media is effective and efficient to use in learning	53	82,8%
8	This media usefull	52	81,25%
9	This media is suitable for use by children of MTs Syekh Subakir 1	56	87,5%
10	I am satisfied using this learning media to improve English vocabulary	51	79,7%
	Total	511	79,8%
	Statement	Feasible	

Evaluation

Validation can show the level of learning validity if it is used during the learning process. Each expert provides suggestions to add or improve Media for the better. In addition to learning that is being made, experts or validators also provide suggestions for improvements related to the media presented both in content and grammar. The data for improvement and suggestions can be seen in the table 5. The majority of students agree that the deskriptif teks and has a good impact on learning, with 87,5 percent of students becoming more engaged in their studies. This product's satisfaction a total of 10 questions.

Revision

Validation can show the level of learning validity if it is used during the learning process. Each expert provides suggestions to add or improve Media for the better. In addition to learning that is being made, experts or validators also provide suggestions for improvements related to the media presented both in content and grammar. The data for improvement and suggestions can be seen in the table below: Revision of Material expert Experts revise the material that I have created, and for the results as in the table below:

Table 6. Revisions from material experts

No	
1	Don't slash the title of the story
2	Use standard numbering, pay attention to the case latter

Revision Media Expert. Experts revise the material that I have created, and for the results as in the table below:

Table 7. Media Expert Revision

No	
1	There are some content from the media that need to be made clearer and more interesting
2	The image above is enlarged

The revision list above was made after collecting revisions from 2 experts. The revision of the material expert assesses the quality of the content of the material as well as the addition of sub-chapters, the suitability of the product with the material and writing. There are some ingredients in the product that are written still using the wrong mark. To media experts, this product is recommended to beautify writing and images. All revisions from material and media experts have been made to make this product suitable for use.

Discussion

The initial process of developing a descriptive text learning module using books to develop speaking skills at MTs Syekh Subakir 1 is a needs analysis, namely identifying problems using unstructured teacher interviews and questionnaires to students. This stage aims to find out the problems experienced by students during descriptive text learning. After conducting a needs analysis, the researcher found that the development of learning modules used Visio media to enhance the desired skills and abilities of students. The researcher may learn what kind of materials will be generated based on the students' requirement for English speaking by doing a need analysis. The researcher performed a survey as part of the need analysis process to learn about the speaking materials and competencies that second-year junior high school students at MTs Syekh Subakir 1 must master. These details will be crucial in the creation of extra resources. The data was gathered utilizing a questionnaire for the students, an interview with the English teacher, and the Syekh Subakir 1 syllabus. The researcher concluded from the questionnaire results that the pupils are particularly

interested in the English topic, especially Speaking English should be a must. Students realize that mastering English vocabulary will help them achieve better grades and a brighter future. As a result, the students are very enthused regarding creating English Speaking materials. To pique their interest in the generated materials, the researcher devised appealing and appropriate English speaking based on their needs and age and level of competence. On interview process, the researcher got some opinion and suggestion, from English teacher about the appropriate materials for English speaking. The opinion and suggestion from the teacher become a basic for researcher in developing supplementary English vocabulary. And also, the English teacher suggested to developed the materials with students need and then and motivation, such as conversations, questions, match the pictures, and so on. The last point of data collection, the researcher surveyed the syllabus that is being used by junior high school of MTs Syekh Subakir 1. The researcher found that the syllabus which is being used is syllabus with curriculum of 2013.

Conducting a needs analysis, product design is the next stage. Researchers took 7 steps in this stage; the product development process is carried out in accordance with the adaptation stages of the Borg and Gall steps. Forth more, from the ten development steps, researchers used some steps that are observation and data collection, planning, product development, validation the product, product revision, trials product, product Improvement. The first stages carried out by conducting a needs analysis. the determination of core competencies and basic competencies contains an initial plan to make lesson plan to limit the material so that the material can be focused. Formulating the material is used to formulate the details of the initial plan in the lesson plan. Module format settings are module layout settings which include module size, font, font type, spacing, etc. After preparing the steps above, the researcher began to write and arrange the contents of the module according to the plan. Suggestions from the research supervisors are also included as input and suggestions to make this module better and better. This module contains about how to learn descriptive text material combined with Visio as a strategy. There are 4 chapters as follows: understanding the definition of descriptive text, describing people, describing animals, and describing things.

The next part is development stage. In this stage, the finished product in the form of printed book is validated and revised by material expert and media expert. The result of validation that have been obtained from material expert and media expert has no revision and is suitable to be applied for learning. Thus, the product can be tried and tested to the students. The product was tried out to the all students in a meeting with heath protocol because of limitation of time due to covid-19 pandemic as a test of student satisfaction of the product. looking at the result of trial and test in student response questioner, it can be said that the quality of the product assessed is feasible to be applied in the learning. These steps are based on Borg and Gall theory (2003) about research and Development (R&D)(Gustiani, 2019).

In short, after the product was tested on students, it can be said that the quality of the modules assessed was feasible to be applied in learned. These measures are based on Borg and Gall's (2003) theory of research and development (R&D). This final result is in accordance with several previous studies. Fifth, supported by the statement (Sofiatur, 2017) that the media is the best method to help the brain think regularly. (Yuni, 2020) also stated that this technique is the most effective and efficient technique for entered, stored, and used interested learned tricks. This can also be proven from previous research conducted by (Ulfah, 2017) with the title "Improved students speaking used meddle games", where this study found that used learned media can improve students' speaking skills descriptively. This is also appropriate with previous research which found that the application of media in learned to speak was able to improve students' ability to speak in English dialogue more easily both in composed sentences.

CONCLUSION

Based on the results of development research and the presentation of the discussions that have been described, the conclusions obtained are: (1) The process of developing a supplementary book for class VIIB MTs Syekh Subakir 1 Nglegok consists of seven steps, namely planning the concept of making a book or design, material planning, product development, validation, revision, product trial,

evaluation. The product development process is designed using Adobe Photoshop and Microsoft Word applications. (2) The opinion of the validator regarding learning media in the form of additional complementary books based on the validation results of material experts and media experts, for material experts the percentage obtained is 82,3% for material validation in the good category and 83,3% for validation media in the very good category with good category. While the students' response to this learning media is "strongly agree" with an average percentage of 79.8%. If the average score is taken from the five data above, a score of 80,4% will be obtained and it can be said that the product made is valid or feasible to use.

SUGGESTION

Based on the results of this study, further research should apply Visio media and additional books as media to practice speaking skills. This can be expanded more widely not only in descriptive texts, but also in other texts for students. This development is limited in time, so that future research can study this issue without time and topic restrictions

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