



The Handbook of Media for Teaching English

The Handbook of Media



Department of English Teaching
Faculty of Teacher Training and Education
Universitas PGRI Madiun



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PREFACE

Department of English Teaching, Universitas PGRI Madiun (UNIPMA) has committed to ensure quality of English Teaching and Learning in its surroundings. Our best support is for English teachers, lecturers and practitioners, to take a part in the community's development. In an attempt to provide learning quality, it is necessary for them to keep up-to-date with recent development in ELT, research and publication. They are challenged to share their experience based on their pedagogical knowledge, to disseminate their informed practices, and to examine contemporary concepts of English language learning and teaching leading to an awareness of building a language learning that can win globalizing world encounters. By having something in mind, Department of English Teaching, UNIPMA holds National Seminar on a major theme "**Embracing Culture and Innovation to ensure Inclusive and Equitable Quality Education and to Win Globalizing World Encounters**" on November, 18 2017.

This handbook is containing selected papers from the seminar covers some topics due to the major theme of media for Teaching English and Teachers' best practices. The papers focus on the teacher's best practices, entitled 'Improving Students' Vocabulary Mastery through Bingo Games' and 'The Use of New Articles in Jakarta Post for Teaching Reading'. The papers above concern much on helping and providing students particular ways of practice to cultivate the students' language skill mastery. Thus, the other papers show the authors' interests in the teaching of young learners such as; 'Teaching Listening by Using Songs for Kindergarten Students, Teaching Vocabulary by Using a Mascot for the First Grade Students of Elementary School, The Application of Picture Sequences to Teach Writing for the Second Grade Students of Elementary School, and many more.

Last but not least, we would like to thank all participants for their contributions to the Seminar and for their contribution to the present handbook. Our special thanks go to the keynote speakers: Professor Bambang Yudi Cahyono, M.A., Ph.D, Diah Ariani Arimbi, M.A., Ph.D, and Dr. Dwi Setiyadi, M.M. We also express warm thanks to all of the seminar committees and the handbook team who have dedicated their great supports and countless time to bring the papers into a book. We are looking forward to the similar event next year. We hope that it will be more interesting and enjoying at least as that of the present event.

The Editors

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TEACHING LISTENING BY USING SONGS TO TEACH VOCABULARY FOR KINDERGARTEN STUDENTS

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Abstract: *Listening is one of the basic skills in English language which have to be mastered. This is an important skill to develop even at an early age. The purpose of this study is to help the students in improving their vocabulary by using songs. It can improve the students' ability to understand the meaning of the words in the songs and relate this in their daily life. The teaching method is combining "listen" and "do" for kindergarten students. The class began with the explanation about the kind of vocabulary which have to learn by the students. The teacher played the songs and the students should follow the instructions in the songs. This method allows the students to directly mention the words and touch the real things from the word's meaning. This method is very helpful and fun for children because children like to be active. Therefore, teaching listening by using songs can build the students' interest and help the students to understanding the vocabulary well.*

Keywords : *listening, songs, vocabulary, kindergarten students*

Listening is one of the basic skills in English teaching which is have to mastered well by the students. Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language (Cameron, 2001). Basically, listening is the first skills that children acquire especially before they have not ready yet learn to read. Kirsch (2008) states that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils. Songs can be used to learn or practice the target language especially in learning vocabularies for children. Using songs in the classroom is a great way to live up listening activities.

Song is one of interesting media especially to teaching English for young learners. The free encyclopedia (2013) defines songs as a piece of music for accompanied or unaccompanied voice or voices. Applying song in the classroom are really fun and it is a powerful educational tools that teacher can use to help the students to learn English. Children have a keen awareness of rhythm, and they have not yet experienced the anxiety that can accompany learning a second language (Krashen, 1981). Students learned lyrics playfully and happily when they were singing, performing and listening to music (Murphey, 2002). The song is about part of body. The students must follow the instructions from the song. Then, the teacher will explain the vocabulary from the song through actions and visuals. Therefore, song can be the most enjoyable media to develop listening skills of the students.

By using song, students train to be more active and more challenging. There are a lot of benefits that students can get such as, song can make the students become more active and energetic. It is happen because in the teaching learning process the students should follow the teacher's instructions. When the song plays and the teacher start to dance follows the lyric of the song, the students should follow it. They will make line and follow their teacher. The students also will get new vocabulary from the song and they can learn about the pronunciation of the words that they hear from the song. Demirel (2004) makes the strongest claim when he argues that the most effective way to teach listening comprehension, pronunciation, and dictation to YLs is through teaching songs. It is prove that teaching listening by using song is very helpful for teacher also for the students. For young learners when they learn about English it is important for them to know how to pronounce the word

very well. They also need to know how the word spell, and by using song the students can get know it clearly.

There are some recently research that investigate about teaching learning by using songs for young learners (Mustafa Sevik, 2011; Mustafa Sevik, 2012; Ide Vera Sophya, 2013). Teaching listening by using song is popular way to teach students. Recently, the researcher tries to investigate how song can very useful for teaching listening. A sample lesson for what can be called “Listen and Do” songs for YLs at the beginning level (Mustafa Sevik, 2012). Here the teacher as the leader will lead the students to dance based on the song lyrics. It is develop student’s movement and activeness. As mentioned by (Ide Vera Sophya, 2013) Songs are learning resources that have so many advantages, including linguistics resource, affective/psychological resource, and cognitive resource. Songs can be good learning sources as teaching media for English language class. Those research are try to find out how the teaching listening by using song are have good impact for the students also the teachers.

METHOD

This research aim was to elaborate and find out the used of song in teaching listening to enhance vocabulary for kindergarten students in TKIT An-Nur Madiun, East Java, Indonesia (especially in TK B 2). We used descriptive qualitative research design. This research design is match and appropriate for described all the condition in the class. We can found all reality that happened in the class when the researcher did their research. This research took place in TKIT An-Nur Madiun (TK B 2). In that class involved 13 students contain of 5 males and 8 females. The researcher was using songs to enhances’ student vocabulary. The teaching method is combined “Listen and Do” for the students. This observation did only in one meeting in the class in one day. The researcher took almost 30 - 45 minutes to do the teaching learning process. The class began with teachers explanations about the kind of vocabulary. After that, the teacher played the song and the students should follow the instructions. This kind of method, allowed the students to follow the song instructions. From those activities the students can improve their new vocabulary. They also know how to pronounce and spell the word that mentions in the song well.

The researcher collected the data by using non-structured data. The researcher gets the data from interviewing the students and giving task for them. From the researcher’s observation, it can be seen the use of song in listening to improve student’s vocabulary. According to the students’ enthusiasm, the researcher interviewed some students to know whether these activities enhanced student’s vocabulary or not. The researcher asked the students randomly, then they get the information from them. Based on the interview the teachers can get the result of the research that they do.

FINDINGS

There is only one meeting for this mini research. The teaching learning process spends 45 minutes. The class involve 13 students consist of 5 males and 8 females. The meeting starts on 8.15 until 09.00 a.m. The material is about the vocabulary of part of body. The purpose of the study is to help the students in learning vocabulary by using song especially for kindergarten students.

The teaching learning process begins with the self introduction from the researchers. Researchers are trying to adaptation with the class and the students’ custom such as the students call their teacher. TKIT An-nur Madiun is Islamic school so, the students called the teachers with *ustad* and *ustadzah*. Then, during this meeting the researchers are called *ustad* and *ustadzah* by the students. The class continues with brainstorming from the teacher. The media for this meeting is song. The teacher asks the student about “anyone like

to singing?” and almost all of students raise their hands with their enthusiasm. After that, the teacher asks the students to stand up and make a line. The teacher leads the students to sing a song. The song is about part of body in Indonesia. The lyric of the song is “*kepala, pundak, lutut, kaki . . .*” and the students should touch their part of body relate with the lyrics of the song. It is kind of strategy to built the students interest before start the teaching learning process.

The next step is introduction to the lesson. The teacher gives a little bit explanation about what we will learn today. The material is about part of body. The teacher mention the part of body in Indonesia and English while touch these parts of body and the students should repeat the teachers. After that, the teacher writes the vocabulary and the meaning in the whiteboard. Then, once again the students mention the vocabulary of part of body and the meaning by read the words in the whiteboard. The next step is applying the media. The researcher use song in this teaching learning process. The researcher has to prepare the song, music player and a loudspeaker before start the teaching learning process. The song which is used by the observer tells about part of body in English. Before the song is played by the teacher, the teacher explains the instructions to the students. The teacher tells them about their activity that is “Listen and Do” the students should touch their part of body with follows the lyrics of the song. The illustration will be:

- Teacher : stands in front of the class and says “head” and touches his or her head with both hands
- Students: say “head” and touch their heads as shown by their teacher
- Teacher : says “shoulders” and touches both shoulders
- Students: say “shoulders” and touch their shoulders as shown by their teacher
- Teacher : says “knees” and touches both knees
- Students: say “knees” and touch their knees as shown by their teacher
- Teacher : says “toes” and touches his or her toes
- Students: say “toes” and touches their toes as shown by their teacher
- Teacher : says “eyes,” “ears,” “mouth,” and “nose” and meanwhile touches them in order, as in the previous examples
- Students: say “eyes,” “ears,” “mouth,” and “nose” and meanwhile touch the corresponding body parts as in the previous example

The teacher divides listening activity into two parts. In the first listening, the teacher plays the song and gives the example for them. The student only listen the song without doing some actions. The aim of the first listening is to give students an idea of what the listening material sounds like. After that the teacher asks the students to stand up again and make a line. The teacher should read every line aloud once again, demonstrates the associated actions, and asks the students to do the same actions. In the second listening, the teacher and the students are singing together. The song is divided into three parts. The first part, the rhythm of the song runs normally. In the second part, the rhythm of the song becomes faster. In the third part, the rhythm of the song is become slowly. After the song end, the teacher asked the students back to their seat. The students are very happy during the teaching learning process. They are very enthusiastic every time when the music is played. They are actually full of energy when practicing “listen and do” activity.

The last step is giving resume from the teaching learning process. The teacher shows a picture. The picture is about human body. Then, the teacher points one of the part of body and the students should answer the name of this part of body. The following description is illustrated this activity: The teacher touch the eyes in the picture, the students have to say “eyes” etc. After they finish “Listen and Do” activity, the students more competent in mention the vocabulary. But, there are some students forgetting the vocabulary especially when the teacher asks to mention “mouth”. But, some of them have no problem to remember the vocabulary. The students are more interested in studying English by using song. They also enjoy the process in the class. Song also helps them to remember the vocabulary well.

DISSCUSSION

The implementation of songs to teaching listening is very useful. The findings show that the students are full of energy when they are practice listen and do activities. It is accordance with the Klein statement. Klein (2005) argues that teaching YLs is different from teaching adults. YLs tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, children show greater motivation than adults to do things that appeal to them. It therefore helps if the teacher is inventive and selects a wide variety of interesting activities, especially with songs. The children like to be active. So, teacher should give the fun and interesting method for them in teaching learning process.

The applying songs in teaching listening or young learners must pay attention to several aspects. The teachers must use an easy song. The song should make the students interested in the teaching learning process. The songs that teachers use contain of easy lyrics so the students can easy to understand the vocabulary inside the songs. Actually, listening is one of the difficult basic skills learning for the students, especially for young learners. In teaching listening by using songs the researchers hope that it can make students easy to catch the material in listening. When teachers decide to use songs in their teaching listening to improve the student’s ability, the teacher must be sure that the songs are easy and understandable. Teacher’s creativity is really needed here. The teachers should make their students get the point of the material easily. It is in line with Coromina, (2000) and Lynch (2005), they said that song must have clear and understandable lyric. The teachers are required to choose songs which are understandable for the students. Understandable here means that the rhythm of the songs not too fast, so that the students could follow the instructions or material based on what they hear from the songs. Sometimes, the different accents and the native pronunciations of the native singer become one of students’ difficulties. So the teachers must be clear enough to deliver what is the message inside the songs. For that reasons, it is important for teachers to select the appropriate and easy songs which is can help the students to learn the material inside the songs.

CONCLUSION

Teaching listening by using songs in English teaching learning process has many advantages for kindergarten students. The use of songs have big contributions to enhance student’s ability in some aspects: (1) the students get more new vocabulary during the teaching learning process in the class, (2) the students listening ability will enhance, (3) the students become more active and energetic in the class, (4) they will give more attention to the teacher, (5) their spelling and pronunciations ability will improve. It also shows in the findings that teaching English using song has many advantages. The important of song in teaching listening also show in the findings. The songs can help the students to improve and enhance their vocabularies.

However, this research has big contributions for the teachers and students. These positive contributions really help them to encourage the teaching learning process. Firstly, the

teachers require being more creative and active in the class. The teacher should be able to choose the appropriate and match song for their students. Secondly, the students become more active in the class, because they are interested with the songs and teaching learning process. They will improve their listening skill and their knowledge of new vocabularies. Hopefully, this research will be useful for the further research and the reader. They can find out the important of using song to enhance vocabularies mastery in kindergarten school.

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TEACHING VOCABULARIES BY USING A MASCOT FOR THE FIRST GRADE STUDENTS OF ELEMENTARY SCHOOL

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Abstract: *Teaching English language using media is one of strategy to help teacher to transfer knowledge in learning speaking process with interesting way. The teacher use hand-doll media and combining with colorful card pictures will surely increase students' interest to learn English speaking. The aims of the research is to describe these media are effective for speaking, increasing vocabulary and pronunciation name of fruit in English. The research is conducted for the first grade student of elementary school at SDN 2 Kanigoro which is consisting of 34 students in one class. And the students have not got the English lesson before. There are 10 familiar card pictures of fruits. The teacher mentioned the name of the fruit based on card pictures with Hand-doll which is this media used as puppet for communication between student and teacher and then students will follow what the teacher mentioned. The findings show that first, the students be able to mention the name of fruits and the colors with the correct pronunciation. The second is that the students are also able to remember the name of fruits and its color even without the guideliness by the teacher. In conclusion, based on the findings of observation, the teacher also recommended conducting further research.*

Keyword: *TEYL, Speaking, Hand-doll, Card-picture.*

Language is a tool that contains information used to mediator to created communication between one person to another even in different countries. And English as international language for children is necessary to be taught. In this stage, children start to think logically and use their ability to solve the problem (Wildan, 2013). Because at that time, the children tend to be able to absorb the various kinds of information more easier.

Speaking skill is important to learned. At present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication (Nazara, 2011). And vocabulary is one of the aspect that need for speaking skills in English language. Vocabulary is a set of words that someone has or is part of a particular language. The children need to remember and understand the vocabularies that they have learned to improve their speaking skill. But sometimes, they have difficulties to learn about a new language besides their mother language. Because the student might be never get the material of english language in this class before and one way to improve the English vocabulary skills of children is using media as a tool to transfer information or material to help teacher easily to create the student understanding. And also using media can make the material more interesting and fun. One of the type of media is Audio-visual, it is a combination of media and audio-visual media or viewing media. And the main functions of this media is to motivate interests, actions and entertainment techniques. It is presenting information and giving instruction. And the information contained in the media should involve students. Realizing the high importance of speaking skill, it is very important to find and use the best instructional methods, materials, activities, media, and other requirements that will help the learners master speaking skill (Nazara, 2011). Therefore, use of media as a tool for learning process is needed to created an interesting learning. When the children start to feel interest with the material, they are able to improve their ability, particullary for speaking English learning.

Puppets is one of media for teaching learning for student, their communication change into native language quickly when they talking to their friends. Therefore, using puppet is usefull to teaching English language as media (Hayati, 2009). There are so many kinds of puppet as media for learning process, and Hand-doll is one of the various of puppet as teaching media. We use 2 media, there are hand-doll with the character from angry bird and this media played by hands and the last one is card picture of fruit and it use to show by the teacher for the student. Pictures are utilized for several purposes. (Harmer 2007) stated that pictures can be used for multiple ways comprising: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing. And these have some adventages for classroom activity. These media using well-known picture of fruits. thus, these media be able to created student's interest and the students can also using it by their own.

In the previews research, the reseacher investigated the perceptions of the students of the English Teaching Research Program (Nazara, 2011). The action research is the use of puppets as teaching media to teach conversation for young learners-an action research of the sixth grade students of and how well do puppets give contribution to teach conversation for young learners (Hayati, 2009). The research investigated the use of instructional media by the teachers in teaching English to young learners (Nurul, 2013). This mini research will focus the use Hand-doll and Card-picture for Elementary School to created student's interest in speaking.

METHOD

This mini research will be focus on the use of Hand-doll and Card pictures as a media to help teacher created the student interest in speaking and how these media are able to improved vocabulary the name of fruits. This mini reasearch was using descriptive qualitative. And this research took place in SD N 2 Kanigoro and how applied these media for first grade elementary school. There were 34 students in the first grade and we were made 1 meeting on Wednesday, 12 april 2017. The teacher of this class said that “*tidak ada pembelajaran bahasa inggris untuk kelas satu*” (there is no english learning for the first grade). It means that the students have not got english lesson before and they probably has no idea about english vocabularies.

After came to the class, the teacher introduced the Hand-doll and Card-pictures to the students. For Hand-doll, the teacher using Angry Bird as well as known the character among children. Then by using the Hand-doll, the teacher tried to made a different voice. Things were done in the planning stages As follows: The first step was introducing these media. The second was giving the material the name of fruits to the whole students in the class. The teacher talked to the student using Hand-doll as a comunicator to them. the teacher used right hand for Hand-doll and the left hand to took the Card-picture. There were 10 Card-picture of fruits for this research. The teacher choose one of Card-picture but not yet showed to the students and giving explanation about the fruits on that card picture, then the student must guessed what is the fruit from teacher explanation. After the student answered, the teacher showed the picture of card and asked to the student “*ada yang tahu bahasa inggrisnya buah...?*” (what is the english of ...?). Then the teacher mentioned the name of fruits in English and ask the students to repeated what was teacher mentioned before in several times. The third step, the teacher asked to student came forward in front of the class one by one to tried Hand-dol by themselves. Then the student chose one of card picture and mentioned the name of fruit in English. And the last step, asking the english of fruit's name without the guideleness, and also Children play words and pictures one by one and mention with their friends.

We took the data collection from the first grade of elementary school consist of 34 students who never get english lesson before based on the teacher' interview. And based on the observation, the result is almost the students can prnounced and remembered the vocabulary well and every word seen that the imitate the English word in accordance with the picture got good results, as the result the students are able to mimic and say the word according to what is spoken by the teacher. And the students are also able to pronounce the names of the fruit in English to the front of the class without being guided although there is 1 forgotten vocabulary but they succeed in pronouncing each word of the English words.

FINDINGS

This activity is conducted on 12 April 2017 at SDN 2 Kanigoro. The teacher have been working with the teacher to make an observations relate to English speaking techniques to improving the vocabulary. In this case, we want to know the vocabulary mastery of English language and how far the students knowladge about the vocabulary, especially the name of fruits. This research conducted during one meeting and this observation focus on the first grade of elementary school which is consist of 34 students in one class. As the teacher, we are using Hand-doll and combined it with Card-pictures as media. The Card-pictures are containing 10 picture of fruits. By using those media, we hope that the students are able to understand what the material discussed with fun and interesting way. The data collection technique used was an observation.

Based on the observations and research done, some of the students still do not know the vocabulary of fruit, they looked confused to mentioned what the name of fruit based on the Card-pictures in English. This occurence is happening because there is not English lesson for first grade of elemntary school in SDN 2 Kanigoro. Many students asked how to mentioned the name of fruit in English language. In this case, the students have difficulties to knowing, defining, and how to pronounce vocabulary of fruits in English. The reseacher must to be creative to made the students not only can mentioned the name of fruit but how the students can remember the vocabuary that they have been learned.

The students have difficulties to mention the words in English because the pronunciation was hard for them, and it can helped by the medias Hand-doll and Card Picture. There were 10 Card-picture for children with familiar fruits, such as Banana, Apple, Grape, Starfruit, Watermelon, Orange, Manggo, Jackfruit, Strawberry and Papaya. To make the students able to remember the name of fruits in easy way, the teacher pronounce the name of Grape and Star fruit with making a voice to dubbing the Hand-doll, then the teacher mention the name of 'Grape' at the same time the teacher showed the Card-picture of Grape. The teacher explained the fruit in English with a characteristic of this fruit. For example; the teacher explains about the fruit who had a shape like a star with yellow color. With that illustrations, the student can easily match the name of fruits in English with the picture that shown. Other example is that the teacher make the students easy to remember the vocabulary through the sound of fruit in English having similar sound in Indonesian such as; *Pepaya* (Papaya), *Mangga* (Mango), *Stroberi* (Strawberry), and *Apel* (Apple). When the class is occuring, there are the students do not paying attention, they are not focus on the material that the teachers bring out. The children choose to play with their friends rather than pay attention the material.

At the first meeting, the activity is introducing two media teaching English vocabulary to them, in this case the teacher use the media in the form of hand-doll which resembles the angry bird characters and the kids loved them. That's because angry bird is a favorite cartoon character in TV shows Indonesia. The next media is card picture, it is use to get the children's attention for the material to be taught. Here, teacher uses picture cards amounted 10 images are pictures of fruit along with the name. The second activity is the

teachers gives an example of how to pronounce each word of the English language. Then the students imitate every speech that is exemplified as indicated by the angry bird and also the image that appears. And it is done repeatedly so that the students know, understand, and fluent in learning vocabulary. Then after telling the name of the fruit, the students match the English words that sound heard with the images displayed by the teacher, and the last activity is that the students play word by linking images in-picture card stated in English. From the results of the observations it shows that the students are succeeded in pronouncing the name vocabulary of fruits. There is one fruit that they have not mastered such as Grape example. They follow the writing “*grape*” and it leads to a tourist spot in Madiun that is “*Grape*”. And here the teacher repeats the word to them. And the result is that they can mention all 10 names of fruit.

DISCUSSION

The first is the student able to pronounce the name of fruit correctly. The student mention that the name of fruits in Indonesian pronounced. This occur because there is no English lesson for first grade in SDN 2 Kanigoro. They also pronounce fruit’s name of ‘Grape’ in Indonesian way. In Indonesia ‘Grape’ refers to place of tourist in Madiun Speaking is only one of the communication skills that we have and it is general. On the other hand, one speaking activity is conversation, the most fundamental form of oral communication and it is more specific (Hayati, 2009). They have difficulties to mentioned the fruit’s name of ‘Jackfruit’. They still use Indonesian pronunciation to mention it (Jek-fru-it). So the teacher guid them and the student are able to repeat what the teacher mention correct pronunciation.

The second, the students can improve their ability of vocabulary mastery. There are 10 of Card-picture of fruits that have been learnt by the first grade students. The teacher uses a description for some of fruits to make the students easily to remember the vocab, for example; the teacher describe the shape and the color of a fruit and then ask to student to guess what is the fruit discussed. Then, the teacher does an exercise to check whether the student can remember the name of a fruit with description or not and the result was almost students can remember the name of a fruits.

The third is the media of Hand-doll and Card-pictures is succesfull to create students’ interests in speaking. (Harmer, 2007) states that, “Elementary students are no longer beginners and able to communicate in basic way. They can string some sentences together, construct a simple story, or take part in simple spoken interactions.” Some people believe that children learn language faster than adult do. By using these media, the students can improve their ability of vocabulary mastery and have a good pronunciation without guidance. Sometimes the student who have low confidence to speak to other people, they may feel comfortable when the adult is holding a puppet and speaking to the child as the puppet. The students look happy and enjoyable with teaching learning process by using Hand-doll and Card-pictures. They are enthusiastic to learn vocabulary of fruits. And because of it, they can understand the material easily. The atmosphere in the class also can run smoothly and the teaching process becomes condusive.

CONCLUSION

Hand-doll and a card picture are media for communication between teacher and students for teaching vocabulary the name of fruit and these media combining with the speaking skill in 1 grade at SDN 2 Kanigoro on 12 April 2017 consisting 34 students. This research is done that: 1. The teachers are presenting the material recognition vocabulary using the names of fruit with two media are hand-doll and a picture card, 2. The children imitate the pronunciation of English words in accordance with the spoken and written teachers what

happen in the card picture, 3. The children mention the word in English according to the picture in the card picture, 4. The children match the sound of an English word that is heard with the appropriate picture in the picture card. the child can pronounce the name of the fruit correctly although there is 1 fruit name that they not mention and leads to the name of the tourist place in the Madiun namely {grape} but it can be already overcome by directing pronunciation to proper and correct English rules. Then, the children have experienced with English vocabularies especially to pronounce the name of fruit in English.

This research is suitable to be contributed for teachers and learners and parents to improve English vocabulary. For the teachers, it can be used an alternative way and variations of activities in teaching English vocabulary, for the students can be used as the media to play familiar English vocabulary, and for the parents, it can use media hand doll and card picture as an alternative way for the children to play at home with the purpose to know English vocabulary.

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THE APPLICATION OF POP-UP TO TEACH READING FOR YOUNG LEARNERS

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Abstract: *Reading is an essential skill that should be taught in the primary school. It is in line with the objectives of the teaching English to young learners. The elementary school students have many different characteristics. They easily get bored and lost interest when studying english, especially in reading. To attract the attention and interest of students, using pop-up book is a good alternative media for teaching reading. This mini-research was using descriptive research design as method of teaching. This mini-research was conducted at SDN 02 Kanigoro Madiun. The subjects of the research were 28 students in the second grade of SDN 2 Kanigoro Madiun with duration about 60 minutes. The purpose of this research was to improve reading skills of second grade students of SDN 2 Kanigoro Madiun with implementation of pop-up book. The pop-up book played a role as a supplementary material in teaching reading about "Family" and sets of three dimensional pictures which are able to fold and rise automatically. The thick paper were used as the basis for the texts and illustration. The researchers was succesfull and the students felt interested and fun, when they read every page of pop-up book. In conclusion was using pop-up book was applicable to be used as media to teach reading for elementary school students and this research was succesful making the students enjoy in learning process also help them comprehend the lesson.*

Keywords: *Reading, Pop-up book, young learners.*

Reading as one of the receptive skills serves as an input in developing language skill. One of the reasons why it should be learned in elementary school is to build a good reading habit to the children. Once the children realize that reading is fun, they will continue to read to support their learning or even just for pleasure. In the other hand the elementary school students have many different characteristics. They easily get bored and lost interest when studying English, especially in reading. One of the ways to stimulate reading habit in schools which will improve the students' interest toward reading is using interesting media. Young learners in early learning can build their language skills effectively. Furthermore, they will acquire a new language faster than adults. They also have a good capability in imitating what they hear and read, it helps them to learn language easier. The same statement is also stated by Brown (2001:87) and Harmer (2001:37).

Young learners need the interactive materials which are suitable for them. One of the media that can be used is a pop-up book. According to Taylor and Bluemel (2003: vol. 22) Pop-up book is "mechanical, movable books that unfold and rise from the page to our surprise and delight". According to Taylor and Bluemel Pop Up Book is a construction, the movement of the book that appeared from the page which made us surprised. Pop-up Book is identical with kids and toys, but it can be used into a medium of learning. This media contains a picture story that has a three dimensional form when the book page is opened.

Another past research by Dita Arintia (2015) about developing that a pop up book is feasible teaching reading to the third grade students at elementary school. Based on the assessments and responses of the evaluators and the students, concluded that the medium is feasible to be used for teaching reading. The score percentage shown by the evaluators is 87,39%. Meanwhile the students gave 91,18% as the final score. The results showed that the pop-up book is very good and feasible to be used as a medium to teach reading to the third grade students of elementary school. So, that was the reason why teaching reading using pop-

up book can make the student interest and also help the students comprehend the lesson better, and motivating them to learn English more, particularly reading. Considering the lack of media sources used in SDN 2 Kanigoro Madiun, the researcher believed that the students need new interesting media and materials in learning English. This mini research was conducted at second grade students of SDN 2 Kanigoro Madiun that focus to develop the reading skill using pop-up book and make the students interest in reading also enjoy the learning process using pop-up book that the most students have never seen before.

METHOD

This mini research was taken in April 2017, 07.00 in elementary school SDN Kanigoro 2 Madiun with using descriptive research design. The subject of the research were 28 students at the second grade students of SDN 2 Kanigoro which age of the students varied from 8 to 9 years old. The research was conducted at SDN 2 Kanigoro Madiun, located at Jl. Sri Unggul number 13.

To collect the qualitative data the researchers came to the school and observed the situation school at SDN 2 Kanigoro Madiun and was obtained from the interview with the teacher. The data from interview and observation were about the classroom condition, the learning teaching process. In the interview, the researcher asked several questions to the teacher related to the class to know the main problem of the class. It was recorded and transcribed. Then, the researcher were conducting an teaching in the class using pop-up book to teach reading . In the end, the researcher asked the students about their experience in learning English using pop-up book media.

The research procedure, first the researcher lead the pray , check attentent list , give brainstorming about “ Family “.The researchers shows and explain a picture of “Family” on the pop up book and asked the students to guess the topic of the reading. In the end, the reseachers give the worksheet to the students and close the teaching learning process.

In this research, the researchers used instrument during observation in the main activity from reaction of the students when teaching learning process using pop-up book media. To make sure that the students understand about the material, the reseachers gave the student worksheet.

FINDINGS

In the first stage of this study, the information is related to the subject respondents of this study was collected. The subjects were 28 students of grade 3 of SDN Kanigoro 2, Madiun on April 13 2017, 10.00 a.m until 08.00 q.m in the academic year of 2016/2017. The age of the students is varied from 8 to 9 years old. The findings are discussed in three main parts in lesson plan to teach reading using pop-up book there are : opening , main activity and closing . the opening consist of ; greeting, pray, check attentent list, and brainstorming. In the main activity the teacher explain the material, question-aswer, and give worksheet. In closing consist of ; reviewing and close the meeting section.

The first step of lesson plan is opening , the researchers did the greet as usual and then tell the students about the plan for the next 45 minutes. The researchers greet the students by saying “good morning” and the students respon it good morning also but when the researchers ask “how are you”the students can not answer because the students still confuse how to response it. The students in this class have their own unique characteristics, most of them are talkative. Some of them are so quite but willing to listen to each instruction well. Their English abilities is almost at the same level. Most of them are in the low level of proficiency. At their age, it is common that they are very active, love to play more, and get bored easily. Almost of the students are still confused but the researcher tell the students how to response it, for example “i am fine”. After that, the researchers ask them to repeat

well. After greeting the researchers ask the leader of the class to lead the pray. Then, the researchers check attendent list, there are 2 students absent at that day. The researchers give brainstorming about “family” around them first as the activities in indonesian language, for example is “apa itu family, ada yang tahu? Angkat tangan!”. Then one of the student answer “family itu keluarga bu”. In here, the researchersask to otherstudents to give applouse for the student who can answer and the say “pintar, tepuk tangan anak-anak”. The researchersalso ask again “ada siapa saja dalam keluarga?”, in here all of the students enthusiast to answer , they answer “ayah, ibu, nenek, kakek, kakak” and so on. They answer well and even to take a chance to answer.

The main activity, first the teacher explain the material that will learn at that day, reading about “Family” using media a pop up book. The students respond well when the pop-up book is being open. In here, the students looked so amazed when they saw the cover of the medium. They want the researchersto open the book immediately. Then, the researchers shows every pictures about family and ask students to guess the characters of the that already they see on the pop-up book. Then, The students read every pages using a pop up book and wanted the students to listen and read the text while the researchers read it out loud. After that, the researcher ask them to repeat some words and told them the meaning for example “He is Father”. The researchers even ask the students to repeat after her to make it more interactive and ask them related to the family presented. In the picture Father as a doctor , so the children know that the Father jos is a doctor and the next pages until the last. After finishing the reading and answering the questions, the researchers ask the students about their status in the family. They tell them position in the family like in the pop-up book explain and the researchers give a worksheet to students, for example is “she is my sister. She is a student in Junior high school. She is 13 years old . She is very prety and kind”. Before they do the worksheet they must read the first page about describing family for checking the students understand. After that they do the exercise in empty sentence. After they finished , the researcherssubmit the workshet and ask the student who wants to read they work, but there is no students want it, so the researchers choose some of the students to read they work. Although, they pronounciation still full of weakness but the researchers try to check and correct the students pronounce well .

The last activity is closing, the researchers get information about the students’ opinion about mediumby ask the students’ how they feel with the material today especially in reading use pop-up book. Almost of the students feel so happy and it boosts the enthusiasm of the children with the movement of the book that appear from every pages which made them surprisedand expect something new. The pop-up book contains interesting picture that has a three dimensional form when the book page is opened. It was amazing that they grow interests toward the new medium and even expected more. After that, The researchers review the material at that day that they have learn about family. The part of family consists of father, mother, brother and sister and etc. Last is closing the meeting section, the students do not want the researcher leave them because they enjoy the meeting.

DISCUSSION

The result of this research is a pop-up book and the teachers guide book for second grade students of elementary school. The long process in developing the medium has finally done. The medium has also been evaluated by the English teachers for children as appropriate medium for students in second grade.

Since the children have a characteristic of enjoying imitating and skillful in learning accurately what they have read, the Pop-up book is appropriate for this characteristic. The Pop-up book provides a certain patterns, examples, and repetitions. The concept of the Pop-upbook is to introduce the simple instructions to the students. The teacher presents the

instructions. Then, the pictures show the examples of the student's activity should do in order to responds to the given instructions. The students repeat the same instruction in three times. This repetition is important in order to make the students familiar to the instructions. In fact, the data from the field, it shows that this aspect works. There are some students who still imitated the instructions mention the sentence from even though the class has end. They did little jokes by imitating the teacher's voices. The young learners are also imaginative. The use of the media such as pictures or realia is very helpful to teach them the theme related to concrete meanings. Young learners need the interactive materials which are suitable for them. One of the media that can be used is a pop-up book. As mentioned by Harmer (2001), one of the students' characteristics is that they remember better toward the real things around them than abstract ones. The use of pictures is to help the students to imagine the objects. Meanwhile, pop-up book are useful to develop their awareness towards reading itself.

Another study conducted by Dita Arintia (2015) report that pop-up book is very good and feasible to be used as a medium to teach reading in elementary school. Since the English researcher has limited media to teach reading, the Pop-up book has been an alternative. From the teaching result, the teachers argue that this product is very effective, practical, and easy to use. She said that the Pop-up book does not take much time for the preparation. In the other words, the Pop-up book can facilitate the students' and the teachers in the teaching and learning process. The Pop-up book helps the students to comprehend the lesson easily. From the explanation above, it can be concluded that the Pop-up book is appropriate to be used as the media to teach reading to the young learners.

COUNCLUSION AND SUGGESTION

This study is aimed at developing Pop-up book as a medium to teach reading for the second grade elementary school students. Implementation is done before the evaluation. The students' responds is really great. The data show that the Pop-up book has some good points which can be broken into two points that are interesting and easy to understand. The Pop-up book is designed to attract students' attention and make them enjoy the learning activities. As are sult, they pay attention to the lesson until the end. The story in the Pop-up book is very easy to understand (Family). The pictures also help the students to understand the content better. In the end, the students can understand and remember the main point of the lesson easily.

A pop-up book could be one good option for teaching aids used for teaching reading to elementary school students. Therefore, English teachers, particularly the English teacher in SDN 2 Kanigoro are suggested to use the product to teach reading. However, it is important to note that the teacher should understand how to use the media before using them by reading the teacher's guide book. Further development or modification is needed particularly to make a suitable medium for students and a pop-up book has any benefits to teach the students. Developments for this kind of medium are needed to improve the medium to be a good instructional medium. Since Pop-up book is a big help to motivate the students in learning English, it is suggested for other researchers to develop similar media for teaching reading or other skills to young learners. This developed medium is not perfect so hopefully the other researchers can develop better media.

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attractive as possible. Thus, meaningful context of speech automatically improves the quality of students' speaking performance. This is in line with the investigation result by Yap (2006: 12) and Gupta and Lee (2015: 16) shown that stick puppet increases their confidence and caring for others as children express their strengths. In her investigation, students can revise any wrong statements, writing and spelling said in purpose by teacher as stick puppet controller as well. Dialogic strategies are beneficial for all students in that they not only focus on gaining proficiency in oral language, but also on constructing knowledge and quality learning overall.

CONCLUSION

This study shows that the use of stick puppet for young learner can enhance student's speaking performance. First, the students successfully speaking based on the context will be constructed on the dialogue and decide their own interest of stick puppet they would be or represent. Second, they learn how to practice work in pairs in purpose of managing their egocentric characteristics and sharing fun atmosphere of togetherness to whole class members. Last, they well do trial and error during learning process then provides them being experienced ones from mentally and competency point of view. The findings also reveal the importance of teacher encouragement in developing students confident and speaking performance improvements, even this study was still lack in some aspects, having very little exposure of vocabulary. Hereafter, the use of stick puppet for higher level in wider skill explored and much longer period are suggested to further study in order to deepen their overall language proficiency. A qualitative research also can be conducted in strengthening the results of the identification in a more measurable manner. Thus, this present study can be utilized for supporting further investigation by considering any strengths and weaknesses found in this stick puppet application.

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