



DEVELOPING AN INTERACTIVE ENGLISH FOR CHILDREN TEXTBOOK ORIENTED TO CRITICAL THINKING SKILLS

¹Maria Ramasari, ²Ardayati

¹²Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Silampari

| ARTICLE INFORMATION | A B S T R A C T |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Received: 13 April 2024 Revised: 22 Mei 2024 Available online: 8 Juli 2024 | Being able to speak another language, particularly a foreign language, will not only improve communication, but it will also make it easier to keep up with advances in science and technology. The availability of suitable textbooks is a crucial element in a learning process as an effort to achieve optimal learning. If the teaching materials and the students' level and maturity are compatible, then the textbooks are deemed acceptable. This research's goal is to examine an Interactive English for Children Textbook Oriented to Critical Thinking Skills for Beginner students at SD Negeri 45 Lubuklinggau that has been adapted to meet the needs of Grade 4 Elementary School students. By modifying the ADDIE (Analysis Design Development Implementation Evaluation) development model, this form of research is considered research and development (R&D). The research participants included 20 students in the 4th grade of an elementary school in Lubuklinggau City, one elementary English teacher, and two lecturers from Bina Insan University, one of whom was an expert in learning media and the other on materials and language. Researchers used observation, interviews, questionnaires, and documentation as data collection methods. The findings revealed that while the evaluation of learning English teacher replies reached 91.66%, the level of applicability of the textbook development outcomes acquired from students' response reached 91.05%. These findings support the notion that the end result of the construction of textbooks is highly applicable. |
| KEYWORDS <i>Beginner Students, Critical Thinking Skills, English for Children, Interactive Textbook</i> | |
| CORRESPONDENCE E-mail: mariaramasari@gmail.com | |

INTRODUCTION

Every person living in the contemporary global era needs to acquire life skills in order to deal with the many demands and problems in daily life. Today, communication skills are one type of life skill that is required. The capacity to speak has a big impact on a person's ability to communicate. As in Greene and Petty's statement (2006) people have shared and preserved the sum of human experience through communication (recorded language). Being able to speak another language,



particularly a foreign language, will not only improve communication, but it will also make it easier to keep up with advances in science and technology. Thus, it is imperative to be fluent in other languages, notably English.

In particular, English language proficiency in Indonesia is still quite low. This is supported by the EPI (English Proficiency Index) data, which shows that Indonesia is rated 45th out of 100 nations worldwide and 13th out of 25 countries in Asia in terms of English proficiency in 2019. As a result, Indonesia ranks last among its neighbors, which include Malaysia, Singapore, Philippines, and Vietnam. English mastery takes time. To be able to master English both actively and passively, it demands persistent and ongoing practice. The Indonesian Government has acknowledged the importance of English by putting it into the education system for five decades. English has always been a part of secondary education. The benefits of teaching a foreign language to young learners increase as English gains more influence in today's society and becomes an international language (Kamal, 2008).

Therefore, it is imperative to start learning English as soon as possible. Because it is simpler to hold children's attention and interest than that of adults, learning English when they are young, specifically between the ages of 6 and 12 or at the Elementary School (SD) level, is crucial (Ur, 1999). In addition, according to Hapsari (2012) the Decree of the Minister of Education and Culture NO. 060/U/1993 dated 25 February regarding the possibility of an English language program as a local elementary school content subject, which could start in grade 1 SD (Ministry of National Education), is the foundation for teaching English to students in Indonesia's elementary schools. The desire to engage in the globalization era led to the adoption of this policy. English, which was initially an elective local content topic, developed and eventually became a subject that was required in many locations. Additionally, from a biological perspective, children are at a phase of heightened conceptualization and cognitive flexibility, which allows them to comprehend foreign languages well in all four language skills at once (Hurlock, 2001).

Moreover, early childhood education can promote the best possible growth in children by fostering their motor, cognitive, linguistic, social-emotional, and aesthetic development (Poerwati & Cahaya, 2018). This circumstance will make it simpler for them to acquire English after learning



their native tongue. To enhance learning at the next level, elementary-level English instruction is still crucial. This is due to the fact that early education is the best time (golden age) to learn because growth happens so quickly. There are no explicit norms or regulations that govern the execution of learning English at the elementary level, nevertheless, as a result of the shift in how it is positioned in the independent curriculum (*Kurikulum Merdeka*). However, it was discovered through observation and interview with the English instructor at SD Negeri 45 Lubuklinggau that only the fourth grade students were studying English in this school and that the Curriculum 2013 was still in use. Additionally, the teacher had troubles in teaching English due to a lack of resources; there are no English textbooks that can be utilized, so the teacher must just write the lesson on the whiteboard. In order to prevent the learning process from being boring, the elementary level is the first step in discovering human potential (Pestalozzi, Cooke, Holand & Turner, 2012). As a result, playing in a pleasant environment is crucial for schooling. Accordingly, elementary level English instruction itself has qualities like: accommodating learning methods that are engaging, creative, and with real evaluation. Thus, elementary school students require engaging learning activities.

The availability of suitable textbooks is a crucial element in a learning process as an effort to achieve optimal learning. If the teaching materials and the students' level and maturity are compatible, then the textbooks are deemed acceptable. This is consistent with the idea of textbooks, which are standard works compiled by subject-matter experts for use in particular fields of study with instructional goals and objectives and are furnished with teaching tools that are compatible and simple enough for users to understand so that they can support a teaching program (Suhardjono, 2011). Therefore, the textbooks offered should be able to support enjoyable learning activities when it comes to the concept of learning English at the elementary level in order to meet the learning objectives. It still appears that the available textbooks are unsuitable for students' needs, based on the findings of preliminary observations made by researchers during English learning activities in grade 5 of SD Negeri 45 Lubuklinggau.

The vocabulary and language patterns used in the offered content, particularly for kids in grade 4, are at levels of difficulty that are not appropriate for students. Since not all the fourth-grade students have studied English, for the majority of them it is a new subject in Kindergarten class.



Additionally, from interviews the researcher had with a number of students, because the contents of the textbooks were still primarily written, with few images and little color, it was determined that their presentation was less appealing to students. As a result, challenging content and a textbook's unappealing design can lower students' willingness to learn English. This requirement runs directly against to Suwatno (2018) assertion that a textbook must be able to increase students' motivation to learn.

In light of these realities, textbook must be created in an effort to boost student enthusiasm and enhance the quality of studying English at the primary level. Based on Rasyid's research (2009), approach to learning English for early childhood, four language skills: listening, speaking, reading, and writing are the essential for everyone who wants to master English, especially early childhood. Early childhood has a period known as the "golden age" during which time skills and understanding are never lost throughout their lives. The researchers plan to undertake research under the heading: Developing an Interactive English for Children Textbook oriented to Critical Thinking Skills for Beginner Students at SD Negeri 45 Lubuklinggau based on the explanation provided above.

The goal of this research is to provide English textbooks for students in grade 4 in elementary schools that are specifically designed to meet their needs. In order for the elements in the textbook to be supported by other subjects. The selection of material used in the construction of the textbooks is suited to the themes contained in the grade 4 elementary school themed books. In order to suit the demands of pupils for learning English according to their age level, the materials offered are also produced based on the principles of EYL (English for Young Learner) learning. Additionally, the activities in this textbook's introduction to English vocabulary are intended to help students who are still having trouble with reading and writing so that they will be more comfortable when engaging in subsequent learning activities.

RESEARCH METHOD

Research and development is the term for this kind of research. The Research and Development (R&D) technique is a research strategy that seeks to create a product before evaluating its efficacy (Sugiyono, 2012). The product in question may take the form of either software or hardware. An



English subject textbooks for beginning students is the final result of this project. In addition, Kenton (2002) stated that Research and development (R&D) includes activities that companies undertake to innovate and introduce new products and services. The product in question may take the form of either software or hardware. The final output of this research was an elementary school English textbook for beginner students. While many experts have established R&D models, the researchers of this research utilized the ADDIE development model created by Dick & Carey (2005). Furthermore, the ADDIE development model is a successful, dynamic model that supports the performance of the program itself served as the foundation for this model's selection.

According to Darmayasa, Jampel & Simamora (2018) the ADDIE research model has 5 stages which include the stages: analysis, design, development, implementation, and evaluation. The following was the steps that the researchers in this research obtained, using the ADDIE development model:

1. Analysis

In this stage, the researchers observed the English learning activities in grade 4 and conducted interview with the grade 4 homeroom teacher in order to analyze students' needs and identify problems.

2. Design

This phase involved creating the product's design. The conceptual design served as the foundation for the ensuing development process. The researchers performed several tasks: formulate by designing *English for Children: Critical Thinking Skills for Beginner Students* as the title of the textbook currently being built; choose A4 (21 x 29.7 cm) as the textbook's size; design the textbook's theme to suit students in grade 4 of an elementary school; design vocabulary-recognition exercises in English before students begin learning material to better prepare them for what comes next; design learning on each topic using the small step method and providing clear and simple instructions in order to encourage students to study independently; design evaluation activities at the end of learning to gauge students' understanding of the material they have learned; and design the textbook to stimulate interactive learning beginning from the front cover to the contents of the book



3. Development

The transformation of a product design that is conceptual in nature into a product that is ready for implementation occurs during the development stage. Thus, the researchers created the textbook in accordance with the design chosen during the design stage. The textbook product was then rechecked by the researchers until it was finally prepared for validation. Prior to moving on to the validation step, the researchers first created a product validity questionnaire that was meant for the specified validator, which was made up of language and material expert as well as an expert in instructional learning media. Validation is done to get feedback from the validators in the form of criticism and suggestions. This feedback is used into the revision and improvement of textbooks products. The product is prepared for implementation when the product textbook has been revised and a solid predicate has been obtained.

4. Implementation

The use of produced products in actual circumstances was what this stage was all about. The implementation phase in this research was broken down into multiple parts, including: the small-group trial phase. Five students in the fourth grade were in this small group. The researchers conducted tests on this small sample, then gave out surveys to students to describe their opinions of using the textbook product; the next step was product revision based on the findings of small group studies; large-scale group trials were the next step. All the fourth grade students at SD Negeri 45 Lubuklinggau who did not participate in the small group tryout of 10 students were subjected to this large group audition. The researchers also gave all of these students' questionnaires throughout the testing phase of this large group; large-scale product evaluations were followed by product adjustments to enhance textbook products.

5. Evaluation

This stage was a procedure to determine whether or not there were flaws and implementation stage shortcomings. The textbook product was usable if there were no more revisions.



RESULTS AND DISCUSSION

The following were several results found by the researchers in obtaining and examining data:

1. Analysis

In order to gather data pertinent to the research, the analysis phase involved interviewing the class 4 homeroom instructor and watching English learning activities that took place in grade 4. These observations suggest a number of things, among them the following:

- a) Only LKS has been employed as a medium for teaching English (students only got teacher's explanation and materials hand-writing on whiteboard)
- b) The materials given on whiteboard that were used had vocabulary and grammatical structures that are fairly challenging for grade 4 students. Because the content of the teacher's material continues to be dominated by prose with no illustrative visuals and no color, the material's presentation tends to be less appealing to students. Consequently, it affects how motivated students are to study English
- c) A number of fourth-grade students struggle to read and write clearly or even at all, which prevents them from engaging in class activities

It is known from the findings of these observations that it is required to create textbooks that are appropriate for grade 4 elementary school children. To fulfill the needs of elementary school students studying English, the textbook was developed based on the concepts of EYL learning. Additionally, the textbook is created to make it simpler for students who are not yet proficient in their reading and writing to utilize the book and take part in educational activities.

2. Design

The design step comes next after passing through the analytical phase. Designing product specs is what is being done at this time. The design stage comes next after passing through the analytical stage. Designing textbook materials and product specs are the items that are completed at this point. These are the actions that were taken:

1) Designing Textbook Product Specification

- a. Identify the title of the textbook developed, which is: *English for Children: Critical Thinking Skills for Beginner Students*



b. Determine the textbook's dimensions, which is A4 (21 x 29.7 cm)

c. Create covers, contents, and designs that appeal to students

2) Textbook Material Design

There are several phases involved in creating textbook contents, such as:

a. Arranging textbook themes in accordance with those found in the grade 4 Elementary School English textbooks

b. Creating content based on themes that have been assembled into textbooks using EYL teaching philosophies

c. Including an evaluation at the end, a list of vocabulary related to the subject being studied, a student evaluation sheet, and an introduction to the basics of spoken English as a foundation for communicating both orally and in writing

d. Including images or drawings that correspond to the information in the textbook.

3. Development

Development comes next after designing. This phase involves putting the textbook design, which is described as follows, into physical form.

1) Product requirements for textbooks

a. A4 (21 x 29.7 cm) is the size of the textbook

b. There are 120 pages in the textbook

c. Crutches are used in the printing of textbook covers

d. The textbook's contents are printed on A4-size HVS paper

2) Textbook content

The produced textbook's theme is aligned with the subject matter covered in Grade 4 of the Elementary School. A language and material expert, as well as an instructional learning media expert, validated the textbook once it has undergone initial development. Before using the textbook in the implementation stage, learning has been determined to receive criticism and ideas as material for improvement. Before the textbook is used in the implementation phase, the two validators evaluated its viability. The outcomes of the two expert validators' evaluation are listed below.



a. Language and Content Expert

Experts in the field of language and material need to evaluate a number of factors. Some of these factors will serve as indicators when collecting measurements or analyzing validation outcomes. The conclusion drawn from the validation results was that the language and material assessment's findings were pretty valid (85.00%) before revision. The final product of an English textbook is usable, but it needs to be improved in accordance with advice from subject and language matter experts, including correctly using the English language's grammatical structure and punctuation, as well as providing examples of how to complete each activity. Furthermore after revision, the validation results was that the language and material assessment's findings were very valid (90.50%).

b. Learning Media Expert

The textbook is suitable for use based on a number of factors that have been evaluated by English learning media specialists (90.00%), but it should be enhanced in friendship with their recommendations, including: in order to increase students' critical thinking, it is important to include supporting information, such as wise sayings or scientific findings that are relevant to the subject and can help students gain deeper understanding, to make the book appealing and make learning English enjoyable, interactive illustrations must be added to each theme, the visual appeal and shape of the binding should be improved. Moreover after revision, the validation results was that the learning media assessment's findings were very valid (93.00%).

The validation process was repeated after adjustments were made in accordance with expert advice. The assessment results showed that the textbook developed was pretty valid or usable but needs revision (before revision). Then, it was improved the assessment results showed that the final English textbook product was very valid and appropriate for usage in the future (after revision).



4. Implementation

The implementation stage comes next after the development stage is finished. This implementation step seeks to test out the created textbook products and observe how students and learning instructors react to the textbook. In September 2023, this textbook trial took place in SD Negeri 45 Lubuklinggau. Trials on small groups and trials on large groups were conducted separately as two steps of the trial process. Trials in small groups started on September 5th, 2023. The small group in this research comprised of five randomly chosen grade 4 students. The usage of Interactive English for Children textbook development goods for grade 4 elementary school may be demonstrated to be very implementable and does not require revision based on the findings of the small group trials, so the researcher can continue trials on large groups. There are 15 in this large group. Based on the findings of the above-mentioned trials with large groups, it is clear that there is no need to alter the Interactive English for Children textbook for grade 4 students because the student reactions to their use are very implementable. After testing the product created as a result of the creation of Interactive English for Children textbook to determine students' reactions to using the textbooks, the researchers gave a questionnaire to Mrs. Lindawati, S.Pd. a grade 4 English teacher, to determine learning teacher's reactions to the use of textbook development products. The developing of Interactive English for Children textbooks for grade 4 is extremely doable to implement and doesn't require adjustment, according to the results of the learning teacher's response questionnaire.

5. Evaluation

Based on the previously completed implementation phase, this evaluation step is being conducted. The student response survey and the learning teacher's evaluation show what was evaluated. The evaluation's goal is to ascertain whether textbook applications in the real world are feasible. Additionally, this study's evaluation stage was conducted from the analytical stage until the final stages of textbook construction. Prior to moving on to the next step, this is done to improve. Based on the evaluation's findings, it is evident that the Interactive English for Children textbook's end product can be successfully implemented.



1. Developing an Interactive English for Children Textbook Oriented Critical Thinking Skills for Beginner Students

This Interactive English for Children textbook was created through a process that included numerous stages, including analysis, design, development, implementation, and evaluation. It is clear from all of these steps that every step in the process of creating an English textbook. According to the findings of the analysis, this textbook is appropriate for use in grade 4 English learning activities. The content is based on EYL learning principles and is tailored to the subject matter being studied. This is in line with Marida's (2010) assertion that, in order to maximize learning results, textbook production must be tailored to the characteristics of its users (students).

During the design phase, tasks include developing textbook product specifications and textbook materials. To pique children's interest in utilizing the textbook, the researcher himself created the cover design, which features red dominance and pictures customized to the needs of primary school. This is consistent with the idea that textbook for grade 4 elementary school should look appealing, which was advanced by Dickinson, Pinter, and Brewster (in Hertiki, 2019). The process of developing textbooks into physical form follows design. The design from the previous step is used to guide the development stage. Validation comes after the textbook has been created physically. Two professionals, including those with expertise in instructional learning media, as well language and material carried out this validation. The outcomes of the two experts' evaluations, both before and after the change, are listed below:

Table 1 Results of Expert Evaluation

| Validation | Score Before Revision | Score After Revision |
|---------------------------------|-----------------------|----------------------|
| Language and Material (Content) | 85.00% | 90.00% |
| Learning Media | 88.63% | 93.18% |

The interactive English for children textbook's final product is suitable for usage by students, according to the results of the experts' evaluation. The evaluation of language and material as well as instructional learning media can be done using the two experts' qualitative criteria with great validity. Regarding some adjustments made in accordance with the advice given by the two experts, these include, among other things: from material and language



experts, enhancement of the proper English structure and punctuation and showing students how to complete each assignment by providing practice questions as examples.

According to validator as professional in learning media, binding styles and visual appeal can be improved. The interactive English for children textbook was developed into a product with a high level of validity and usability after upgrades. On September 6th, 2023 at SD Negeri 45 Lubuklinggau undertook the implementation phase. 10 students made up this large group. Executing evaluation activities is the last step. The examination of teacher and student responses yielded results that were utilized as a guide to assess the viability of this textbook.

2. Responses of Students and English Teacher to the Use of Product Results in Learning

To ascertain the extent to which the outcomes of textbook development products are applied to the English learning process, responses from students and learning instructors are required. One of the evaluation tools for product enhancement resulting from the production of the English textbook was the findings of the questionnaire replies from the students and learning teachers. The findings from the evaluations of student and teacher responses are listed below:

Table 2 Results of Students and English Teacher Responses Assessment

| Evaluation | Percentage |
|----------------------------|------------|
| Students' Response | 91.05% |
| English Teacher's Response | 91.66% |

Based on the evaluation of the student and learning teacher responses, it was determined that both the student and English teacher responses displayed a percentage value that was included in very practicable standards to be applied to the learning of English for the fourth-grade students in elementary schools.

CONCLUSION

The following conclusions can be drawn from research on the creation of Interactive English for Children Textbook for Beginner Students:



- a. The creation of English textbooks follows the ADDIE model's stages of analysis, design, development, implementation, and evaluation.
- b. The validation stage has been completed for the end result of the development of an English textbook. Two experts, in language and material with a percentage of 90.50% and in learning media with a percentage of 93.00%, carried out the validation. Based on the findings of this validation, it can be concluded that the outcomes of creating English textbooks are highly valid and may be used to teach English to children in grade 4 of elementary schools.
- c. Based on the findings of student response surveys, which had a percentage value of 91.50%, and learning teacher response surveys, which had a percentage value of 90.50%, it can be said that the book's level of application is extremely likely to be applied.

REFERENCES

- Aisyah, A. 2017. *Permainan Warna Berpengaruh terhadap Kreativitas Anak usia Dini*. Jurnal Obsesi: Jurnal Pendidikan Usia Dini, 1 (2), 118. <https://doi.org/10.31004/obsesi.v1i2.23>.
- Akbar. 2013. *Instrumen Perangkat Pembelajaran*. Bandung: PT. Remaja Rosdakarya.
- Arikunto, S. 2007. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Darmayasa, I. K., Jampel, N., & Simamora, A. H. 2018. *Pengembangan E-Modul IPA berorientasi Pendidikan Karakter di SMP Negeri 1 Singaraja*. Jurnal Edutech Udiksha, 6 (1), 43-53. <https://doi.org/10.23887/jeu.v6i1.20267>.
- Dick, W., & Carey, L. 2005. *The Systematic Design of Instruction: Origins of Systematically Designed Instruction*. (Eighth Edition). New York: Longman.
- Greene, H. A., & Petty, W. T. 2006. *Developing Language Skill in the Elementary Schools*. USA: University Michigan, Allyn and Bacon Inc, digital e-book.
- Hapsari E. I., Wahyu, F. 2012. *Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah dan Tingkat Gaji Guru terhadap Motivasi Kerja Guru SMA Negeri di Kabupaten Purworejo*. Jurnal. Universitas Negeri Yogyakarta.
- Hertiki, H. 2019. *Evaluating the English Textbook for Young Learners*. JET ADI BUANA. <https://doi.org/10.36456/jet.v4.n1.2019.1882>



- Hurlock, E. B. 2001. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. (Edisi Kelima). Jakarta: Erlangga.
- Hurlock, E. B. 2001. *Developmental Psychology*. USA: McGraw-Hill Education.
- Iswantiningtyas, V., & Wulandari, W. 2018. *Pengembangan Model Penilaian Pendidikan Karakter Anak Usia Dini*. JPUD-Jurnal pendidikan Usia Dini, 12 (2), 345-370. <https://doi.org/10.21009/jpud.122.17>.
- Kaltsum, H. U. 2016. *Bahasa Inggris Dalam Kurikulum 2013 di Sekolah Dasar*. The 3rd University Research Colloquium, (67), 276—283.
- Kenton, W. 2022, June 19. *Research and Development (R&D)*. Retrieved August 18, 2022, from Investopedia: <https://www.investopedia.com/terms/r/randd.asp>
- Lismawati. 2010. *Pengoptimalan Penggunaan Lembar Kerja Siswa*. Jakarta: Rineka Cipta.
- Lubis, S. 2004. *Tehnik Penulisan Ilmiah Populer*. Universitas Sumatera Utara: Fakultas Ilmu Sosial Dan Politik.
- Maili, S. N. 2018. *Bahasa Inggris pada Sekolah Dasar: Mengapa Perlu dan Mengapa dipersoalkan*. Jurnal Pendidikan Unsika.
- Mintowati. 2013. *Panduan Penulisan Buku Ajar*. Jakarta: Departemen Pendidikan dan Kebudayaan
- Moll-Khosrawi, P., Zollner, C., Khubitz, J. C., & Schulte-Uentrop, L. *Understanding How the Motivational Dimension of Learning is influenced by Clinical Teaching in Medical Education: A Prospective Cohort Study*. Annals of Medicine and Surgery, 65 (February), 1-7. <https://doi.org/10.1016/j.amsu.2021.102366>.
- Mukoroli, J. 2011. *Effective Vocabulary Teaching Strategies for the English for Academic Purposes ESL Classroom*. MA TESOL Collection, Paper 501.
- Pestalozzi, J. H., Cooke E., Holand, L. E & Turner, F.C. 2012. *How Gertrude Teaches her Children: An Attempt to Help Mothers to Teach their Own Children and an Account of the Method*. US: Amazon.com Inc.
- Poerwati, C. E., & Cahaya, I. M. E. 2018. *Project-Based Drawing Activities in Improving Social-Emotional Skills of Early Childhood*. Journal Obsesi: Jurnal Pendidikan Anak Usia Dini. 2 (2). 183. <https://doi.org/10.31004/obsesi.v2i2.114>.



- Purwanto, N. 1996. *Evaluasi hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- Rasyid, H. 2009. *Asesmen Perkembangan Anak Usia Dini*. Yogyakarta: Multi Pressendo.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
<https://doi.org/10.1017/CB09781107415324.004>
- Suhardjono. 2011. *Buku Ajar Ilmu Penyakit Dalam*. Jakarta: Fakultas Kedokteran Universitas Indonesia.
- Suwatno. 2018. *Pedoman Penulisan Buku Ajar*. Bandung: Universitas Pendidikan Indonesia.
- Suyanto, K. K. E. 2007. *English for Young Learners*. Jakarta: Bumi Aksara.
- Turner, D. P. (2022, 5 25). *Purposive Sampling Techniques: Definitions, Objectives, and Terms*. Retrieved 8 18, 2022, from Samperna University:
<https://www.sampoernauniversity.ac.id/id/purposive-sampling-adalah/>
- Ur, P. 1999. *In A Course in Language Teaching Trainee Book*.
<https://doi.org/10.1017/cbo9780511452928>
- Yulianti, N. 2021. *Penguasaan Vocabulary dalam Memahami Descriptive Text dengan Make a Match Bermedia Tambar*. Jawa Barat: CV Jejak.