

## DEVELOPING MYSTERY BOX IN TEACHING NARRATIVE TEXT FOR SPEAKING CLASS AT JUNIOR HIGH SCHOOL

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### ABSTRACTS

This research aims to develop a *Mystery Box* for teaching speaking in narrative text for junior high school students. To improve speaking skills students often face several problems such as lack of confidence when speaking in a foreign language. The main purpose of this research is to help students improve students' speaking skills gradually during teaching and learning activities in the classroom. This study uses Research and Development (R&D) model from Thiagarajan or commonly known as 4D (*Four-D*). The stage is *Define*, which is a definition that includes observation and analysis of student needs, then *Design* which includes product design formats and material selection, then *Develop* includes product design, validation by experts, revisions, and small-scale to large-scale experiments, the last is *Disseminate*, namely dissemination product form is a Guidebook. Observation data, interviews, and questionnaires for students used qualitative while the expert validator questionnaires and students' speaking scores used quantitative. There were two experts who tested this product and the participating students were class IX G, IX H, and IX I. The result of the analyzing all the data, according to the experts *Mystery Box* categorized was very good and most of the students felt enthusiastic in the class. It can be concluded that the *Mystery Box* is a learning media for helping students to improve students' speaking skills.

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### INTRODUCTION

SMPN 1 Turi, which is located in Turi, one of the sub-district in Lamongan, is one of the junior high schools that have been affected by the pandemic. The enthusiasm of ninth-grade in learning English, especially in speaking is at a moderate level. Students feel less confident in their English skills, rarely memorize vocabulary, and are not too interested to learn foreign languages because they are difficult to understand. Students have obstacles in learning English, especially in terms of speaking. Speaking is one of the most important parts of the four skills that must be learned. Speaking is one of the core components of English skills and is very important for students to master (Syarafina, 2019). Speaking becomes very

important when it is with this language that international communication can be understood and accepted for its meaning. According to Wijaya (2018) speaking has another purpose. It is an activity that uses language to communicate between members of society and is a manifestation of language ability. Afifah & Devana (2020) argue that speaking is one of the important productive skills that have been mastered in learning a foreign language. Aspects of speaking can be recognized by good pronunciation, rich vocabulary, accents that are similar to native ones, being able to listen to the other person clearly, and understanding the meaning according to the accent they use.

One of the methods to learn speaking is to use the media. Media is a method that is used to convey certain intentions or information to the recipient. In education, the media is adopted as a learning media. Learning media according to Cahyo (2019) a media that can be used in gaining knowledge, which includes teachers as coaches and methods of supporting knowledge to message recipients to gain knowledge (students). Learning media is media that is used appropriately in the learning process and as an efficient supporting tool in achieving learning goals (Puspitarini & Hanif, 2019). Learning media is one of the methods used by teachers to students in the teaching and learning process to stimulate students' interest in learning so that can support the success of learning activities and the results are more effective in achieving the goals. Teachers use the media to motivate their students, as this is one of the most important factors in learning success (Wirawan, 2020).

*Mystery Box* is a box-shaped media that contains something about the subject matter, containing physical items or learning materials. *Mystery Box* is a tool that is the idea of cardboard items used in learning (Arumsasi, 2022). In education, *Mystery Box* makes students curious about the content in the media so that it encourages students to understand the material (Khasanah, 2021). *Mystery Box* is one of the learning media that is not very commonly used in speaking English but can be one of the media that attracts students' interest in learning. In the *Mystery Box* which was initiated for this research, there are many speaking learning models. The *Mystery Box* combines the models above which are presented in a new modified form, that is *Mystery Box* which contains describing pictures with vocabulary and their meanings, storytelling in an interesting way, having dice to roll, and an interview learning model. The learning models that were initiated made the contents of the *Mystery Box* varied and interesting.

There are many ways to distribute learning media to be used and applied by teachers, including through videos, compact disks, or a Guidebook. However, the researcher chose a Guidebook to disseminate the *Mystery Box* as a learning media. The Guidebook is a manual packaged simply and attractively for teachers who want to apply the *Mystery Box* in the classroom as a support system for learning speaking for junior high school students. The Guidebook contains procedures for making media, examples of the *Mystery Box* model tested, and narrative stories from the internet modelled with barcodes so that teachers can directly scan and enter the narrative story blogs used.

Regarding the previous problems described above, this research tries to help out of the above problems by developing learning media that focus on improving as well as a test tool for students in speaking. The learning media used to support speaking learning at this junior high school is a *Mystery Box*. *Mystery Box* has been used to help students to improve their memorizing skills and to introduce new vocabulary. The material that will be focused on is narrative text. Narrative text is one of the texts in English learning material that contains stories of the past that aim to entertain the readers. This material is in the ninth-grade basic competence in junior high school.

## RESEARCH METHOD

This research employs Research and Development (R&D). A research and development method is a research method used to develop a particular product and test the effectiveness of a product (Maghfirah, Andriani, & Firmansyah, 2022). Research and development serve to develop products and validate them (Sugiyono, 2019). This research is to develop a product that is classified as a learning media, namely a *Mystery Box* designed for narrative text material for speaking class at junior high school students since it was meant to develop a product that is used as an educational tool. Research and Development (R&D) according to Thiagarajan (1974) is a development model which is divided into 4 elements, that is *Define*, *Design*, *Develop*, and *Disseminate*.

### Research Design

This research used quantitative and qualitative. Quantitative is the acquisition of data in the process with numbers to see the quantity. While qualitative is the acquisition of data in the process in the form of a description to determine the quality. For the assessment of students' speaking aspects and looking for the mean score of validators using quantitative, while for detailing the results of interviews and questionnaires using qualitative.

### Subject

The subjects of the research used in this study were class IX SMPN 1 Turi Lamongan, and the researchers took samples of classes IX G, IX H, and IX I. Class IX G was 28 students, class IX H was 26 students, and class IX I was 25 students. The score taken is the score of speaking skills in narrative text material.

### Instruments

The instruments consist of observation, students' speaking scores, interviews for students, and questionnaires for validators and students. Observation aims to know what students' problems had in the class and to find out students' needs. Interview aims to know what students want in learning speaking. Questionnaire for students aims to know the responses and opinions of students about the media. While the questionnaire for validators is to get feedback and corrections from the expert about the learning media and materials.

### Data Analysis

In this study, it requires data analysis such as interviews, observations, questionnaire analysis, and calculating student scores.

Interview and observation analysis were clarified descriptively in *define* stage. Data were obtained directly from the field to review student needs and student opinions after the learning media was applied. Therefore, the results are presented in the form of description.

The questionnaire is divided into two, namely, given to students after the *Mystery Box* learning media is applied as a whole and a questionnaire for validators to validate the *Mystery Box* learning media. Questionnaire for students using a pie chart model, which is accessed via a Google form. The results of the diagram show the percentage, which then the results will be described in descriptive form.

Questionnaires for validators will be calculated based on a quantitative formula to find out the mean score. The data from expert validation were calculated with the formula in figure 1.

$$\text{Mean} = \frac{\sum Xi}{n}$$

Figure 1. The formula of mean

Mean = Average score

$\sum Xi$  = The sum of data value

n = Number of summed data

The assessment of speaking includes fluency, grammar, pronunciation, vocabulary, comprehension, and task (Brown, 2004), with the best score is 5 and the lowest score is 1. To calculate the average score of speaking, adopt the formula used by the teachers to calculate the average students' scores.

$$N = \frac{S}{S_{max}} \times 100$$

Figure 2. The formula of average

N = Score

S = Total students' score

$S_{max}$  = Total maximum score

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

This section describes the findings and answers the existing problems. This study uses a 4D model with the findings described as follows:

#### Define

In the *define* stage, the researcher found the students' problems and what is needed to help them to learn speaking. In the previous meeting, it was known that the students' speaking skills still had relatively low scores. This can be seen from the results of the speaking task in the previous material. Students still have difficulty processing words because they are not used to speaking in English. Therefore, an interview is needed. The results of the interview were reviewed descriptively. The researcher chose two students in each class as representative of classes G, H, and I. The results of the interview stated that students felt they were not good at speaking because they were considered difficult. Therefore, students want to learn to speak that is fun and interesting and full of surprises so that it can help students improve their speaking skills effectively.

#### Design

The format used in the *design* stage is product format selection and material selection. In product design was in the form of *Mystery Box*, which has made for ninth-grade narrative text material referring to lesson plans. Media was used in learning English to improve speaking skills and increase students' interest in learning and understanding narrative text material students. The material was selected to coincide with the time of the study. During the research, students studied narrative text lessons in the first semesters. The materials available were included in the basic competencies that ninth-graders must learn.



Picture 1. Learning media design

The contents of the *Mystery Box* are designed to change at each meeting. In this case, the *Mystery Box* has four contents, namely *Mystery Box: Describing Series Picture*, *Mystery Box: Storytelling with Pictures*, *Mystery Box: Roll the Dice*, *Mystery Box: Interview Time*. Describing a series of picture is the easiest stage in *Mystery Box*. The researcher prepared the title of the narrative text series picture, namely The Legend of Surabaya, Fox and The Grapes, The Ant and The Dove, and The Lion and The Mouse. The researcher prepared 30 mini envelopes for students. Each student takes an envelope from the *Mystery Box* which has been filled with pieces of pictures according to the title. The second is *Mystery Box: Storytelling with Pictures*. The researcher gave a storytelling text whose title was the Legend of Surabaya. The researcher not only distributed a story sheet to students, but also prepares some pictures to help when students tell stories in front of the class without bringing the text.

The third stage is *Mystery Box: Roll the Dice*. The topic for the narrative text material is determined by the students themselves by rolling the dice that have been made by the researcher. From each side of the dice, the topic is filled in on each circle. The first side is free, students can choose topics to start from side 2 to side 6. The second side is a folktale, the third side is the most favorite fable, the fourth side is the most favorite fable, the fifth side is the most favorite myth in the country, and the sixth side is the most favorite legend in the country. After getting the part, students can search for the title of the story that students like from books or on the internet. The last is Interview Time. In the interview time series, there are 3 stories prepared by the researcher, namely Malin Kundang, The Legend of Prambanan Temple, and Mouse Deer and Crocodile. The researcher prepares questions to answer orientation, complication, resolution, and re-orientation are optional.

The assessment of the validator for the feasibility of the *Mystery Box* learning media is based on the appearance of the learning media and the use of learning materials. From each of these aspects, there were several components. The display of learning media includes product attractiveness, continuity between products and learning materials, and media quality and display. Moreover, the components for validating learning materials were learning objectives, learning materials, presentation, and motivating quality. The results of the scores for the validation of learning media and material validation were calculated by the formula to determine the mean. From expert validators to material experts Drs. Achmad Shofwan, M. Pd., a score of 4.1 out of 5.0 is included in the Excellent category. Then from the expert validator to the media expert Riryn Fatmawaty, M.Pd. got a score of 4.9 out of 5.0, which is included in the Excellent category.

## Develop

The development stage consisted of material expert validation, media expert validation, and product development testing. Drafts were validated and through the revision stage were directed to a predetermined class. The classes that have tested were the IX G, IX H, and IX I



classes at SMPN 1 Turi Lamongan. The researcher produced two outputs in this study, namely learning media and a Guidebook. The descriptions of the learning media products were the contents of the *Mystery Box*, which have divided into four, namely (1) Describing Series Picture. The content of the describing series picture was an envelope containing four pieces of series pictures that describe an event with the theme of a narrative story. There were four topics used to describe this series of pictures, including The Legend of Surabaya, Fox and Grapes, The Ant and The Dove, and The Lion and The Mouse. Below the four pieces of the picture, there were some vocabulary and their meanings to be a tool for students when they did not know some of the vocabularies used to describe the story, (2) Storytelling with Pictures. The content of storytelling with pictures was that students tell stories with the help of pictures. Text and some vocabulary are available, (3) Roll the Dice. The content of roll the dice is that students chose the genre of the narrative story to be told. It sharpens the speed of understanding and memorizing, (4) Interview Time. The interview time is the final model of the *Mystery Box*. The content of the interview time was a narrative story with the theme of legend and fable. The stories used are The Legend of Prambanan Temple, Malin Kundang, and Mouse Deer and Crocodile. Story scrolls tied with ribbons are included in the *Mystery Box*. As an introduction to students' understanding of the story they have chosen, the researcher gives some vocabulary and how to pronounce it and its meaning.

After the product has passed the validation stage, the visual of the learning media slightly changes according to the validator's suggestion. The product is ready to be tested on a limited basis, namely class IX H. The trial was to determine the feasibility of the product, namely the *Mystery Box* as a learning media. The limited test was carried out in class IX H of SMPN 1 Turi Lamongan with a total of 27 students.

Operational field trials were carried out in classes IX G and IX I of SMPN 1 Turi Lamongan with 28 students in class IX G and 25 students in IX I. Large-scale tests were used to determine the feasibility of the *Mystery Box*, by applying the learning media after a small-scale test was carried out. The results of student scores are shown in table 1.

Table 1  
IX G speaking score

No.	Name	TREATMENT			
		MB1	MB2	MB3	MB4
1	HLM	47	60	63	67
2	RQ	57	64	77	77
3	ALD	27	27	47	50
4	AK	47	77	80	97
5	AF	40	44	47	50
6	AIR	40	44	64	67
7	ANK	50	60	64	67
8	BA	37	40	47	53
9	CVV	57	70	80	97
10	DS	27	63	67	67
11	DC	47	47	53	60
12	ECC	50	70	70	90
13	IM	50	60	64	67
14	IRW	37	47	50	54
15	KK	47	60	73	73
16	MF	53	53	57	57
17	MR	57	77	77	77
18	MRN	27	53	53	57
19	FDA	37	37	57	57
20	YGP	37	57	60	60
21	NH	30	47	53	63

22	NR	43	47	47	50
23	MO	57	77	80	83
24	RD	57	67	67	87
25	ST	40	40	50	50
26	SNA	53	53	53	83
27	TP	30	40	60	60
28	YD	43	73	73	80

Table 2  
IX H Speaking Score

No.	Name	TREATMENT			
		MB1	MB2	MB3	MB4
1	AST	57	77	83	90
2	AW	30	40	40	46
3	ARZ	46	70	87	90
4	RV	27	60	73	73
5	BM	37	50	70	73
6	EK	40	46	63	70
7	EDS	40	40	50	57
8	FHA	37	60	63	63
9	FR	27	40	57	73
10	GAD	40	70	70	77
11	JRKP	60	90	97	100
12	JM	46	46	63	67
13	SLS	23	27	40	40
14	MPR	46	70	80	87
15	RSY	40	46	60	60
16	RZ	30	40	40	47
17	NBL	43	40	67	70
18	NA	43	60	67	70
19	NN	46	57	70	73
20	RKA	27	30	43	46
21	RHY	43	70	80	87
22	SM	46	80	80	90
23	SNS	27	57	63	63
24	SAP	47	80	87	87
25	YN	40	63	67	80
26	ZHF	47	63	70	83

Table 3  
IX I Speaking Score

No.	Name	TREATMENT			
		MB1	MB2	MB3	MB4
1	ADN	37	40	53	60
2	AR	37	60	73	77
3	AA	46	53	80	80
4	ADK	37	40	60	60
5	AA	37	60	73	73
6	BS	43	56	56	60
7	CNT	50	67	67	70
8	CHL	40	50	60	83
9	DH	30	43	43	73
10	DHM	27	40	43	43
11	GRS	40	60	67	70
12	JJ	36	63	80	80
13	KAS	56	63	63	90

14	FD	33	43	56	67
15	FKSP	20	27	40	53
16	MR	50	50	57	60
17	MC	40	50	70	77
18	MN	37	40	50	53
19	NTS	46	77	80	80
20	NWF	50	70	73	93
21	RN	46	46	67	87
22	RR	37	43	47	56
23	SA	46	70	73	87
24	SN	33	46	46	77
25	TA	40	40	57	87

*Mystery Box* is applied for 2 weeks, 1 week there are 2 meetings to implement the *Mystery Box*. This is done according to the time the English lesson takes place. The material used is narrative text and is designed for ninth-grade students' speaking learning. It can be seen periodically and definitely, that students get an increase in speaking skills for narrative text material little by little at each meeting. To make it easier to see the improvement in students' speaking ability, the average score is entered into a bar chart in figure 3.

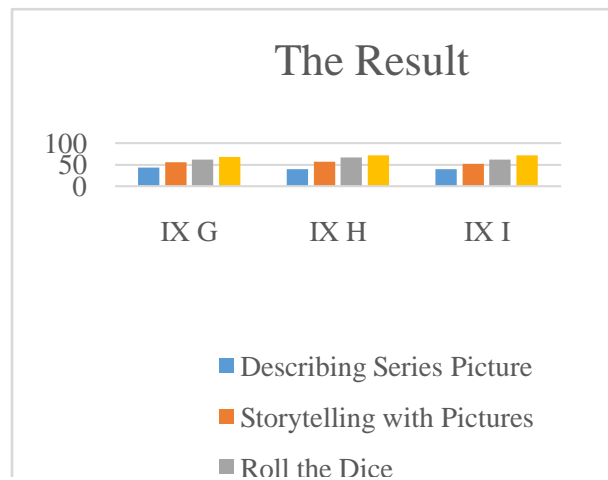


Figure 3. The improvement of students' speaking score

The results of the bar chart calculation are obtained from the formula to find the average score listed above. The results of the bar chart calculations are the accumulated student scores that are taken on average to make it easier to present the results. The results of the diagram show that there is an increase in each class in each *Mystery Box* series. And it can be concluded that the *Mystery Box* is successful in helping students to improve their speaking skills gradually and surely. After the implementation of the learning media, the researcher made a questionnaire filled in by class G, H, and I to find out the overall opinion and find out how far the *Mystery Box* is useful for students.

Table 4  
Questionnaire result

No.	Question	Response			
		Strongly agree	Agree	Disagree	Strongly disagree
1.	<i>Mystery Box</i> is a learning media to help students to learn speaking English	57,6%	42,4%		
2.	<i>Mystery Box</i> is very interesting to improve	69,7%	30,3%		



	speaking skills in English				
3.	<i>Mystery Box</i> is worth implementing in other classes	60,6%	39,4%		
4.	<i>Mystery Box</i> is very useful to help improve speaking skills in English	66,7%	33,3%		
5.	You prefer learning to speak English with <i>Mystery Box</i> over the traditional method	47%	53%		
6.	<i>Mystery Box</i> narrative text is a creative idea and a new breakthrough	59,1%	40,9%		
7.	<i>Mystery Box</i> has a very unexpected surprise in every meeting	60,6%	39,4%		

*Mystery Box* received a good response from students, as well as being successful in being able to provide benefits for students to improve their speaking skills in English using narrative text materials. The fields filled in the student responses are strongly agree and agree. It can be concluded that the *Mystery Box* was well received by students so this *Mystery Box* can be used and is appropriate as a media for learning speaking, especially for narrative text material in the ninth-grade basic competencies.

### Disseminate

The researcher made a Guidebook uploaded to the blog (<https://eduprideforlearning.blogspot.com/?m=1>). The Guidebook is made with the aim that the *Mystery Box* can be applied to students according to what the researcher practices, as a guide on how to make a *Mystery Box* with narrative text material for learning speaking. The title of the Guidebook is “What’s in *Mystery Box*?”.



Picture 2. The Guidebook

### Discussion

This research tried to develop *Mystery Box* as learning media in teaching narrative text for speaking class at junior high school students by using *Four-D* model where the parts are *Define, Design, Develop, and Disseminate*. In the preliminary study, the researcher found that the things that made students' speaking skills low were less confidence in their English skills, rarely memorized vocabulary, and a lack of interest in learning to speak a foreign language. The three reasons mentioned were the reasons the researcher conducted this research.

After that, the researcher continued to collect what the students needed to learn to speak. Data collected by the researcher has been used it as the primary source for creating

learning media. According to Tomlinson (2014), good resources need to work, help students feel comfortable, and build learner self-confidence.

*Mystery Box* was developed into four categories: Describing Series Picture, Storytelling with Pictures, Roll the Dice, and Interview Time. The result of the dissemination stage of the *Mystery Box* development is a Guidebook entitled "What's in Mystery Box?" which consists of five chapters. (1) *Mystery Box* as Learning media, (2) *Mystery Box*: Describing Series Picture, (3) *Mystery Box*: Storytelling with Pictures, (4) *Mystery Box*: Roll the Dice, (5) *Mystery Box*: Interview Time. Some chapters were barcoded to connect to the blog for access to narrative texts.

Validators have validated the learning media. There were two expert validations. Validation for learning media by Riryn Fatmawaty, M.Pd., and the validator for the material is Drs. Achmad Shofwan, M.Pd. the result of validation was Excellent. However, the product of teaching tools used in teaching was learning media. In the learning process, the learning media was the container and distributor of the message from the source of the message (in this case the teacher), and the recipient of the message is the student. The use of media in the classroom is a necessity that cannot be ignored (Mahnun, 2012). The product would be used to teach the student in junior high school in ninth grade.

## CONCLUSION

Based on the results of the research and discussion described in this study, it can be concluded that the development of *Mystery Box* as learning media for speaking class in narrative text material for junior high school uses a 4D (*Four-D*) development model consisting of four stages, namely *define*, *design*, *develop*, and *disseminate*. This research is motivated by the speaking learning process of students who rarely use learning media. Students felt bored and lacked enthusiasm in learning to speak. In collecting data, the documents needed in media planning are carried out for further use as a reference for the media development process. After the learning media is developed, validation is carried out by media experts and material experts. Based on the validation process, the learning media is declared feasible and can be used in the learning process.

*Mystery Box* for speaking class in narrative text material for junior high school is feasible to use. The *Mystery Box* learning media has passed the development stage following the procedures and was validated by media experts and material experts. The media experts' average validation score percentage is 4,9 then the material experts' average validation score percentage is 4,1. Based on the percentage of the average score, the *Mystery Box* can be said to be feasible according to media experts and material experts. Meanwhile, based on a questionnaire aimed at students, 33.3% of students agreed that the *Mystery Box* was very useful for improving English speaking skills, and 66.7% had an answer that strongly agreed that the *Mystery Box* was very useful for improving English speaking skills. The pie chart also shows that 39.4% of students agree that *Mystery Box* is appropriate for other classes, and 60.6% of students strongly agree that *Mystery Box* is appropriate for other classes.

The Guidebook is the output of the *disseminate* stage. The Guidebook contains procedures for making *Mystery Box*, previews of learning media, and examples of narrative stories used for *Mystery Box*. The Guidebook is written with the aim and hope that teachers can make *Mystery Box* according to what the researcher made for learning speaking in narrative text material and improving students' speaking skills.

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