

Using Play Module and Box Voice in Learning: A Solution to the Absence of English Teachers

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Abstract

This research used a qualitative descriptive approach, which aimed to describe alternative solutions to the problem of the absence of EFL teachers at the Christian elementary schools (YPPK School) in Taniwel Sub-district, Maluku, Indonesia. The data was collected using questionnaires, field observations, in-depth interviews with teachers, and video documentation. The study population was all elementary students at YPPK Niwelehu-Nikulukan School, while the sample was 65 students from 4th, 5th, and 6th grade. The use of the play module and the Box Voice prototypes was carried out as an alternative solution to the problem of the absence of an English teacher in schools. The draft module was tested in 4th grade, while the Box Voice prototype was implemented in 5th and 6th-grade.

This preliminary innovation research revealed that the module was pivotal for students to learn English, where 100% of students like to learn English and more than 90% of students like the module themes and activities. Moreover, the Box Voice was highly recommended for learning mathematics because the 5th and 6th grade students still have difficulty with basic mathematical operations. The output products that have been produced are the draft module and the Voice Box. Following the research design, the stages of this research still have to be continued on the following research stage in 2022.

Keywords: Play Module, Box Voice, EFL learning

1. Introduction

Starting from education, an indicator of the nation's progress, one of the facilities and infrastructure for formal education in Indonesia is a school consisting of various education levels, ranging from PAUD, SD to tertiary institutions. At the elementary school level, education should be focused on equipping students to apply the knowledge they have acquired, namely knowledge that will later be used to continue tiered education up to university or enter the community. For this reason, it takes provisions or abilities, including the ability to speak foreign languages, especially English.

The preliminary study results through a survey in June 2021 illustrate that most elementary-junior high schools, especially schools under YPPK, do not have English, Indonesian, and Physical Education teachers. For example, at YPPK Mornaten Junior High School, there is no English teacher, so one of the village children, who happens to be able to speak English, teaches

English at the school. In schools in Taniwel Sub-district, there are other problems: teachers do not have teaching handbooks, the availability of good teaching tools, students do not get English lessons, and other educational problems such as not being able to apply to learn using digital media because of electricity and internet connections is not available during school hours.

Considering the problem of the absence of English teachers at school, no electricity during school hours, it is even tricky internet connection in Taniwel Sub-district while learning in the era of globalization and digitalization, the internet is needed, or electricity is urgently needed to the use of learning media such as the PPT display on the teacher's laptop and using the LCD. Alternatively, facilitate the absence of book learning resources by using the internet to find YouTube video learning resources.

1.1 The Nature of EFL Learning

On the principle of foreign language learning, it is necessary to understand that children or, in this case, elementary school students already understand and speak their mother tongue before learning to read and write it. So how can a teacher ensure that their students have the opportunity to understand and speak English when they are studying in a large class? Of course, it takes a long time for each student to repeat the given phrase in turn, plus it is tiresome for all students while they are waiting for their turn, and it is not very productive. Thus, as a teacher of English as a second language, the greatest gift that can be given to students is the skill and confidence to speak English and use it, let alone use English in a conversation. For example, those who are fluent in a foreign language may travel to that place, but what is the use if they cannot communicate with the locals? (Vernon, 2009, p. 8)

Based on research on the concept of Montessori education, one of which has been carried out in Indonesia is implementing English language learning at an early age/kindergarten through the activities of "Singing a Song" (singing), dancing while singing outside the classroom, doing games (playing) in the classroom. For each activity the children prepare, for example, playing snakes and ladders, the child must prepare playing materials. At the same time, the teacher does not give instructions but explains when the child asks questions (Adisti, 2018: 192-195). In addition, it is not uncommon for a teacher in classroom learning to use games to stimulate the learning atmosphere. Games or games are considered a powerful approach for an educator to present material and assess the material being studied by students in a way that is attractive to all students. Games also help teachers maximize student learning potential. After engaging in the game, each player or student actively interacts with the topic and demonstrates problem-solving, creativity, and group dynamics. Games are also seen as a powerful tool to invite all students to participate in games and learn in a fun way. (Sugar & Sugar 2002: 2). Furthermore, playing is very liked by children because they will gain knowledge that can develop their abilities (Docket and Fler 2000, in Nurani, et al. 2020: 29-30). In addition, play is related to children's cognitive development because children create their knowledge through interactions when playing (Conscience et al. 2020: 46).

1.2 The Nature Autonomous Learning

The Official Indonesian Dictionary (Ministry of Education and Culture, 1997: 625) explains the meaning of the word independent as a state of not depending on others. Thus, independent learning can be interpreted as a condition where students or students without depending on

others (teachers) can learn independently. While learning can occur in the classroom or outside the classroom environment, either individually or individually or in groups. Independent learning is expected that students can learn independently or without relying on other people, aiming to increase the confidence of these students and can also be responsible for themselves without the help of others. Furthermore, independence can also refer to a person's ability to direct and control thinking and acting and not feel emotionally dependent on others (Uno 2010: 20).

In line with the above theory, Sardiman (2001:40) emphasizes that people will succeed in learning if they desire to learn. This is the first principle and law in educational and teaching activities. This learning activity and encouragement are called motivation, motivation in this case, includes two things: (1) knowing what to learn; and (2) understanding why it is worth studying. These two elements of motivation are a good starting point for learning. Because without motivation (don't understand what is being learned and don't understand why it needs to be learned), teaching and learning activities are challenging to succeed.

Meanwhile, some games have a close relationship with learning a particular language, and language learning cannot be forced during a child's development. In addition, certain games can introduce children to counting, for example, if the child cannot count. Many games can also activate children's non-linguistic skills. For example, games can provide the courage to train children to categorize things, observe and recognize and group and match items according to specific characteristics (Lewis & Bedson, 1999: 18).

1.2.1 Montessori

The educational concept of Montessori, developed by Dr Maria Montessori from various academic and educational psychology studies, recommends this learning principle, which can be adopted by schools that do not have English teachers. The principle of the Montessori method indicates three main components, namely (1) children, as individuals who develop according to the developmental phase/age, with (2) a good environment, which provides freedom for children to learn, and (3) teachers who act as a facilitator in child development. Families at home can be a source of learning where older children or parents become learning models, but at the same time can be teachers for them in helping learning activities or older children at home can share activities as a learning process and child development (Isaacs, 2007: 9,13-16). Montessori emphasizes learning based on daily activities, daily tools, practice/experiment/playing/project. They can form analytical thinking skills and shape students' attitudes (Pitamic: 2004). These basic principles will be applied as scientific steps to find solutions for student self-study without an English teacher but through a class teacher.

Furthermore, regarding the concept of Montessori, which is based on early childhood learning (Pre-school-Elementary), namely the concept of play, where the concept allows children to freely carry out their learning activities, while the teacher only functions as a facilitator/companion. The teacher prepares learning materials and provides explanations or answers if students ask questions. Thus, the Montessori concept is that the teacher must be in the classroom, while the teacher in question (English) is not there so that the class teacher can act as a substitute for the English teacher. If the class teacher does not know English, then the module and digital Voice Box become intermediary media or solutions to carry the teaching

process. The key to bridging the problem of the absence of an English teacher is neither easy nor difficult, so learning innovation and a change in mindset are needed to change conditions.

1.3 Play and Learning Module as Teaching Material

The module is defined as a book written with the aim that students can learn independently without or with teacher guidance. Meanwhile, other understandings from various researchers in education, modules are interpreted as a set of teaching materials presented systematically so that users can learn with or without a facilitator or teacher.

Several principles need to be considered in preparing modules or teaching materials, which can be used in schools. These principles include:

- 1) The principle of relevance, namely whether there is a relationship between the material and standard competencies and basic competencies. For example, if the competencies expected to be mastered by students are in the form of facts, then the learning material being taught must be in the form of facts.
- 2) The principle of consistency, for example, if the expected competence is mastery of the four language skills, then the teaching materials must contain/train the four skills and consistently refer to the competencies and indicators set.
- 3) The principle of sufficiency relates to how much or at least the material provided is adjusted to the time and competence that must be achieved.
- 4) The principle of conformity of the material with students. This principle needs to be considered in teaching materials because it is related to students' motivation and interests. Determination of teaching materials following the maturity level of students allows teaching and learning activities to be more productive and efficient.

Teaching materials that are not following the maturity of students will reduce interest and motivation to learn because students will have difficulty obtaining an overview of the content of teaching materials. Children who consistently fail to understand the lesson will consider learning activities as a punishment so that they always leave the class and hide during class hours (Robeck and Wilson, 1989).

1.4 Learning Innovation Through Box Voice Prototype

Kennedy (1988) and Breta (1990) in Markee (2001: 118-119) explain the perspective of innovation in English learning can refer to the syllabus design that involves curriculum experts, teaching material developers, as well as teachers/teachers equipped with several guiding principles for the development of and the implementation of the intended learning innovation. In addition, it also involves evaluators with a set of evaluation criteria so that it can be seen whether this innovation has been evaluated comprehensively and innovatively. In other words, preparing an integrated framework for conceptualizing the development of the syllabus or learning tools with innovation-based evaluation in teaching English. Furthermore, Markee (2001: 120-124) also emphasizes that concerning language teaching innovation, essential factors that can be categorized as innovations are: (1) the notional/functional syllabus, (2) the process syllabus, (3) the natural approach, (4) the procedural syllabus, and (5) task-based language teaching.

2. Method

The research method used is qualitative and quantitative (Mix method) because the research approach also uses module trials/experiments and voice boxes. The data collection and analysis approach use descriptions and numbers to prove the accuracy of the data, including confirming research hypotheses (Mack et al., 2005). This method is based on the consideration that this study examines the problems faced in YPPK schools that are not English teachers and what the implications for learning English in schools are, as well as what solutions can be used to overcome problems in these schools.

2.1 Participants

The research population was YPPK Elementary School students in Taniwel Sub-district, West Seram Regency, Indonesia. The sample was students grades 4, 5, and 6 of the YPPK Niwelehu-Nikulukan school.

Table 1. Number of Participants

Grade	N (65)	Percentage (%)
4 th	27	41.83
5 th	25	38.46
6 th	13	20

2.2 Data Collection and Instruments

The data in this study were taken from 4th grade YPPK elementary school students with the Play Module draft and 5th and 6th graders for the application of Voice Box. Data collection uses questionnaires, field observations, in-depth discussions/interviews with teachers, and documentation/video recordings. To ensure data validity, compile statement items were based on research problems and indicators found through previous observations/survey results so that the statements in the questionnaire followed the substance of the problem in the study.

The aspects of student and teacher answers that will be explored include students' opinions on teaching materials in the English language play and learning module, starting from whether they like the material or not, whether they like or not play learning methods, themes, learning activities and students' expectations/expectations for language learning English if there is no English teacher. Meanwhile, for the FGD with the Principal and the teachers, a discussion guideline was made, exploring the conditions of learning in schools, especially English without an English teacher.

Furthermore, Mack et al. (2005: 2-4) explained that participant observation helps gather information on naturally occurring activities in their natural settings. In-depth interviews are ideal for gathering information about people's backgrounds, viewpoints, and experiences, mainly when discussing sensitive issues. Focus groups help gather information on a group's cultural norms and create comprehensive overviews of issues of relevance to the cultural groups or subgroups represented.

2.3 Data Analysis

Data analysis was done qualitatively. Research data analysis concerns students' and teachers' answers to the learning process using modules and voice boxes and learning English without an English teacher in schools using percentage descriptions. Meanwhile, teachers' expectations of learning English were analyzed qualitatively through several stages. Qualitative data analysis consists of three streams of activities that coincide: data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 1984; Sugiyono, 2010).

This research also adopts a development research approach, namely the development of a draft of the "Play and Learn" module and the development of a voice box application. This development research refers to the 4D model (four-D model)), consisting of 4 stages: Define, Design, Develop, and Disseminate (Thiagarajan et al., 1974).

3. Result

The questionnaire data in this study were taken from 4th-grade YPPK Elementary School students with the application of the draft "English Play and Learning Module" and 5th-grade and 6th-grade for the application of Box Voice, as well as responses from participants in the tourism study group at the GPM Nuniali Congregation.

Successively, a description of the data collected using the questionnaire technique (student responses to the application of the module and Voice Box and the response of the tourism study group) will be described, a description of the notes obtained from observations and documentation/video recordings during the application of the module and Box. Voice, notes on in-depth interviews with elementary school teachers YPPK Niwelehu-Nikulukan.

Student response data were categorized into two groups, namely (grade 4 with the application of the module), while grades 5 and 6 applied the Voice Box, as follows:

Table 2. 4th Grade Students Responses about Modules

No.	Questions	Answers	
		Yes	No
1	Likes to learn English	27	0
2	I love today's subject matter.	27	0
3	The teacher's instructions are clear.	27	0
4	If you learn English, do you prefer to play?	26	1
5	Preferred theme		
	Friends and family	26	1
	Numbers	26	1
	colors	27	0
	Animals	26	1
	Body parts	26	1
	Work/daily activities	26	1
	Hobbies	26	1
	nature	27	0
6	Preferred learning activities		
	Individual games	20	7
	paired games	27	0
	group games	27	0

	Singing	24	3
7	Do you have an English teacher?	0	27
8	How to learn English without an English teachers		
	Watch Youtube	18	9
	Read English books	6	21
	Read posts on social media	6	21
	Listen to English songs	25	2
	Not learning	9	18
9	Expectations related to learning English		
	Have an English teacher	24	3
	Available modules	25	2
	Available voice box in English	26	1
10	Advice for Research Team	0	0

In table 2, it is seen that all 4th-grade students like learning English at school, including the subject matter provided and the teacher's instructions when implementing the learning class with the module draft being tested clearly for students. The students prefer to play in English class, and the themes proposed by most students like these themes. Some students do not like to study individually, and most students like learning strategies in groups/pairs of 2-3 people. All students stated that they did not have an English teacher at school, so they answered their English learning habits more by listening to English songs and YouTube. Expectations related to learning English, whether to have an English teacher or simply by using a module or voice box, students tend to choose the three alternatives. This answer/response shows that students also really wish to have an English teacher at school. Meanwhile, when asked for advice to the Research Team, students have not been able to describe their thoughts on something they experienced before while studying and maybe in the future what they expect from the Research Team.

At the time of implementing the module, the Research Team applied the teaching materials according to the draft module made with all the learning steps. The themes asked in the questionnaire instrument come from the themes outlined in the module. If a student response does not like one of the themes written on the questionnaire, the team will adjust the draft module with the themes that the students choose or are interested in during the module revision.

Table 3. 5th Grade and 6th Grade Students Responses about Modules

No.	Questions	Answers	
		Yes	No
1	Likes to learn English	38	0
2	I love today's subject matter.	38	0
3	The teacher's instructions are clear.	36	2
4	If you learn English, do you prefer to play?	29	9
5	Preferred theme		
	Friends and family	26	12
	Numbers	29	9
	colors	29	9
	Animals	28	10
	Body parts	27	11
	Work/daily activities	22	16
	Hobbies	26	12

	nature	27	11
6	Preferred learning activities		
	Individual games	25	13
	paired games	22	16
	group games	20	18
	Singing	19	19
7	Do you have an English teacher?	0	38
8	How to learn English without an English teachers		
	Watch Youtube	18	20
	Read English books	23	15
	Read posts on social media	8	30
	Listen to English songs	18	20
	Not learning	3	25
9	Expectations related to learning English		
	Have an English teacher	24	14
	Available modules	23	15
	Available voice box in English	25	13

In table 3, it is seen that all grade 5 and grade 6 students also like learning English at school, including the subject matter provided and the teacher's instructions when implementing the learning class with the draft module being tried out clearly for students. The students prefer to play in English class, and the themes proposed by the majority of students like these themes. Some students do not like studying individually, and the majority of students like learning with individual learning strategies, in addition to groups/pairs of 2-3 people, while for singing, only 50% of students like singing in English class. All students stated that they did not have an English teacher at school, so they answered the students' English learning habits more through reading English books and listening to English songs and through YouTube. If they prefer to read English books, there are books in English, or each of them has English books at school. The researcher confirmed this to the teacher, one of the teachers replied that several years ago, students had studied English from a group of foreigners who had lived in their village for several months for a program.

Furthermore, regarding students' expectations regarding learning English, whether they must have an English teacher or use a module or voice box, students tend to choose the three alternatives. In other words, it was no different from 4th grade, who also expected the same thing. Meanwhile, when asked for advice to the research team (question No. 10), grade 5 and 6 students were able to describe their thoughts on something they experienced before, during learning and maybe in the future what they expected from the team. Suggestions and Expectations of students answering question No. 10 referred to, namely (1) we asked the team to come back to school to teach us lessons; (2) likes the voice box; (3) enjoy today's English lesson with the team; (4) likes to learn English with the theme of numbers, animals and colors; (5) if we can ask for help with a dictionary; (6) if possible we ask for voice box for our school so we can study; (7) we asked for English books; (8) likes to talk with the voice box; (9) Mr/Mrs taught us well, but we asked for an English teacher and books; (10) thanked Tim for teaching us English. This answer/response shows that students also really hope to have an English teacher at school and to learn support media such as dictionaries, English books, and voice boxes.

4. Discussion

Considering the problem of the absence of an English teacher at the YPPK school in Taniwel District, plus the problem of the unavailability of electricity during school hours, as well as limited internet connections that hinder the use of modern learning media in schools, and following the main objective of this study, which is to find solutions to problems that are not there is an English teacher at the YPPK school. After community service activities, as well as innovation research, are carried out, there are several alternative solutions offered, referring to the research results obtained through questionnaire data, FGDs, interviews and observation notes as described on the previous page, and will be discussed as follows:

a. Students' interest and motivation towards foreign languages, especially English;

The research data showed that 100% of the respondents/students liked English, both the responses of the 4th graders with the application of modules, the 5th & 6th grades with the application of Box Voice. It shows that this response strongly supports the success of learning if it is implemented in English learning classes in schools because students like English. Students already have the initiative to learn English through various alternative activities, namely by listening to songs in English and watching YouTube as the response of 4th-grade students. In contrast to 5th-grade and 6th-grade, students read more English books as the most popular English learning activity Students often do. Regarding the response to reading English books, they were said to have received English books/dictionaries. At the same time, playing activities are dominated by 4th-grade who like learning activities by playing, while in 5th-grade and 6th-grade, nine students do not like playing as a student learning activity.

Regarding whether games or other learning activities are carried out individually/individually, in pairs or groups, 4th-grade prefers learning activities in pairs and groups, while 5th-grade and 6th-grade prefer individual activities. Student responses, as described here, really helped the team in revising the module after the module's readability test. In addition, the teacher's instructions on the application of the module are apparent so that the module design, which is made systematically based on play and learning, does not change/revise much.

b. The condition of the YPPK Niwelehu-Nikulukan Elementary School is very supportive for learning at school because there are electric generators that can facilitate the course of English classes. Besides those students like English, classroom teachers are willing to be trained to use English independent learning modules as anticipation or the solution is the absence of a teacher. Regarding generators, the team brought Box Energy and tested how the availability of electricity in schools can be helped or solutions to electricity problems in schools. Thus, other YPPK schools can do the same.

c. Student responses, as described in point (a), really helped the Research Team revise the module after the module's readability test. In addition, students' responses to questions about teacher instructions on the application of the module were apparent so that the module design, which was made systematically based on play and learning, did not require much change/revision. The themes offered were mostly liked by 4th-grade, 5th-grade and 6th-grade students in applying the module. This response illustrates that the draft module that was made becomes an alternative solution to facilitate English language learning in schools. The designed

module will be completed according to student responses and interests and other factors such as time allocation for each material. This learning principle is supported by Montessori concept-based learning theory and the application of innovation in learning, meaning that language learning must be supported by exciting media such as Box Voice, which was also tested during the research. It is also supported by the learning innovation theory by Markee (2001: 120-124) regarding language learning innovations, including the design of innovative teaching tools, meaning that it also involves learning methods and strategies that are systematically arranged as a complete tool in the "Play and Learn Module".

a. The voice box is a tool that has been designed as an independent English learning system consisting of instrumentation system technology and artificial intelligence. In principle, by using this system, humans can interact with the system through voice conversations using English and listening. Answers are given in English. This integrated system consists of low-cost single-board computers that can be applied to robotics, weather monitoring, alarms. Artificial intelligence (AI) can be applied to recognize voice input intelligently in its application. This system requires a +12V DC power supply used to power the microcomputer and speakers. This system will be connected to the internet to perform interaction tasks optimally so that it can provide information and knowledge to its users.

Based on the simple way it works, this system can be used for all people who want to learn English independently and actively. Therefore, this system has been applied to service activities and innovation research for elementary school students who do not have English teachers in the Taniwel District, West Seram Regency, Maluku Province, Indonesia.

Following the function of the Voice Box component consisting of Microphones and Speakers, automatically, the language skills that are trained to students are directly related to speaking and listening skills in English. After submitting questions (speaking), students immediately listen to automatic answers from the Voice Box. In this aspect, students are also trained to hear words or answers and understand words or answers to Voice Boxes in English. Furthermore, (pronunciation) students have been trained to pronounce a word in English since elementary school correctly.

5. Conclusion

In completing the draft into the final product, further studies are carried out on the primary material or themes of interest to students at Taniwel. The study has been carried out and is intended to ensure the relevance of the objectives of the module preparation with the material and method of presentation, as well as the ordering of the material/theme (prototype 1) based on the order of skills or English skills that will be trained and achieved by students. Draft Module (Prototype 1) has been completed and validated by practitioners in international classroom teaching. It is intended to find the characteristics of the MONTESSORI class with modern learning principles that train students to think critically from an early age. In addition, validation is intended to obtain information on various aspects such as relevance to students' needs according to grade level, material coverage, formulation accuracy, language aspects, ordering of themes or teaching materials and the structure of presentation or learning in class.

Meanwhile, the Box Voice will be redesigned to adapt to conditions in Nikulukan or Taniwel with inadequate internet conditions to be used offline and does not depend on the internet. In

addition, it will be designed with a robot model to attract students to learning English. The trial process was carried out in English language learning activities, especially English mathematics, considering that previous trials proved that at this level (5th-grade and 6th-grade), students' mathematical or computational abilities were deemed necessary to be improved. At the time of application, students can only calculate basic multiplication and addition, but they cannot do large multiples, such as the number 10.

Moreover, training of classroom teachers to use the compiled modules. Because classroom teachers are not English teachers, training on the application of the module will be conducted for the six classroom teachers at YPPK Niwelehu-Nikulukan Elementary School. They later expressed their desire to apply English language learning and other YPPK elementary school teachers. The study needs further improvements in revising the module and box voice with clear instructions and learning objectives that will help the students and teachers in YPPK schools to continue learning English despite the absence of English in their schools.

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ii.References

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