

## A Thematic Integrated English Vocabulary Glossary for EYL

Intan Kurnia Awaliyani<sup>1</sup>, Yudi Basuki<sup>2</sup>  
[awaliyaniintankurnia@gmail.com](mailto:awaliyaniintankurnia@gmail.com) , [jude.q13@gmail.com](mailto:jude.q13@gmail.com)

<sup>1</sup>Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Trenggalek, Jl. Supriyadi 22  
Trenggalek, Jawa Timur, 66319, Indonesia

<sup>2</sup>Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Trenggalek, Jl. Supriyadi 22  
Trenggalek, Jawa Timur, 66319, Indonesia

**Corresponding Author:** Intan Kurnia Awaliyani ([awaliyaniintankurnia@gmail.com](mailto:awaliyaniintankurnia@gmail.com))

### Abstract

The objective of this research is to develop A Thematic Integrated English Vocabulary Glossary for EYL In Trenggalek as a book/guideline for English language learning based on the 2013 curriculum of PAUD at PAUD level. This research uses R&D research design, a research design aimed at developing educational products, such as curriculum, syllabus, books, instructional media, etc. The B class student of BA Aisyiyah Suruh in 2018/2019 academic year consist of 12 students; 5 students of female and 7 students of male students. The researcher used questionnaire and interview as instrument of the research. The data obtained from questionnaires are analyzed quantitatively, while interview data is analyzed qualitatively. The products have been developed based on the needs of students, teachers, and parents, studying theory of R&D, studying theory of thematic learning, studying theory of vocabulary, studying theory of glossary and studying theory of EYL. The product has been developed through five steps of development. Based on the result of students' needs, its score was 78%, then student parents score was 774, and the result of teacher interviews showed that the teachers needed this product. It shows that all respondents agree that they need of this product as book/guideline in a thematic English learning complying with the 2013 curriculum of PAUD. Meanwhile, the result of field testing the product of the students showed a percentage of 92%, 785 scores of students' parents' feedback, and positive responses of the teacher's interviews. It indicates that the product of this research results is feasible to be used as a book/guideline for English language learning based on the 2013 curriculum of PAUD at PAUD level.

**Keywords:** EYL, Glossary, Thematic, Vocabulary.

### INTRODUCTION

Thematic learning is learning which integrates knowledge, skills, values or attitudes by using themes (Suryosubroto in Anshory et all 2018:36). Meanwhile, Trianto in Sari (2019:18) said that thematic learning is an integrated learning that uses themes to associate several subjects so that it can provide a meaningful learning experience to learners. Moreover, the regulation of the Minister of Education and Culture No. 146 year 2014 about curriculum characteristics 2013 early childhood education one of them is using thematic learning. Thus, based on the opinions of the experts and the Ministerial Regulation of Education and Culture above it can be

concluded that thematic learning is a learning process that associates one subject with another subject by using theme that makes students get meaningful experience while the teacher must be creative to devise learning.

In fact, 2013 curriculum has been applied a thematic learning to the level of early childhood education (PAUD). According to the regulation of the Minister of Education and Culture of Republic of Indonesia No. 146 year 2014 on curriculum 2013 Early Childhood Education (PAUD) Article 3 paragraph 1 stated that the PAUD curriculum is called the 2013 curriculum for early childhood education. Thus, the integrated thematic learning of the 2013 curriculum has been applied in PAUD with the curriculum 2013 PAUD name.

Moreover, Suhartono in Kimalasari (2019:70) explained that foreign language acquisition is generally through informal and formal education. Further, Santrock in Kimalasari (2019:71) explained that the importance of communication skills especially foreign language is English language, prepare the students to be able to compete in the competitive workplace, so the English language should be introduced since early childhood, especially through early childhood education. Based on the expert's theories above it can be concluded that foreign language is important to apply in early childhood education at formal or informal education.

Furthermore, Cameron in Liyaningsih (2017:13) argues that words are important to develop the children's skill and knowledge and building up useful words to young learners is fundamental to the foreign language learning at primary level. In addition, Walter et.al (2008) in Basuki (2017:13) defines that vocabulary as "all the words that exist in a particular language or subject". Thus, it can be concluded that learning vocabulary is absolutely essential, likewise in early childhood, they really needs vocabulary as a provision to study an English language.

Looking at the importance of vocabulary in early childhood education, it is unfortunate because the current facts suggest that there are no books or guideline that present the English language thematic learning based on themes in Early Childhood Education (PAUD).

Looking at the importance of vocabulary in early childhood education, it is unfortunate because the current facts suggest that there are no books or guideline that present the English language thematic learning based on themes in Early Childhood Education (PAUD).

More specifically, this research limited to develop a thematic integrated English vocabulary glossary for EYL in Trenggalek.

To discuss more specific, thematic learning is an integrated learning that uses themes to associate multiple subjects so they can provide a meaningful learning experience to learners (Trianto in Sari 2018:18). While, Suryosubroto in Anshory et al (2018:36) stated that thematic learning is learning which integrates knowledge, skills, values or attitudes by using themes. Thus, thematic learning is a learning process that associates one subject with another subject by using theme that makes students get meaningful experience while the teacher must be creative to devise learning.

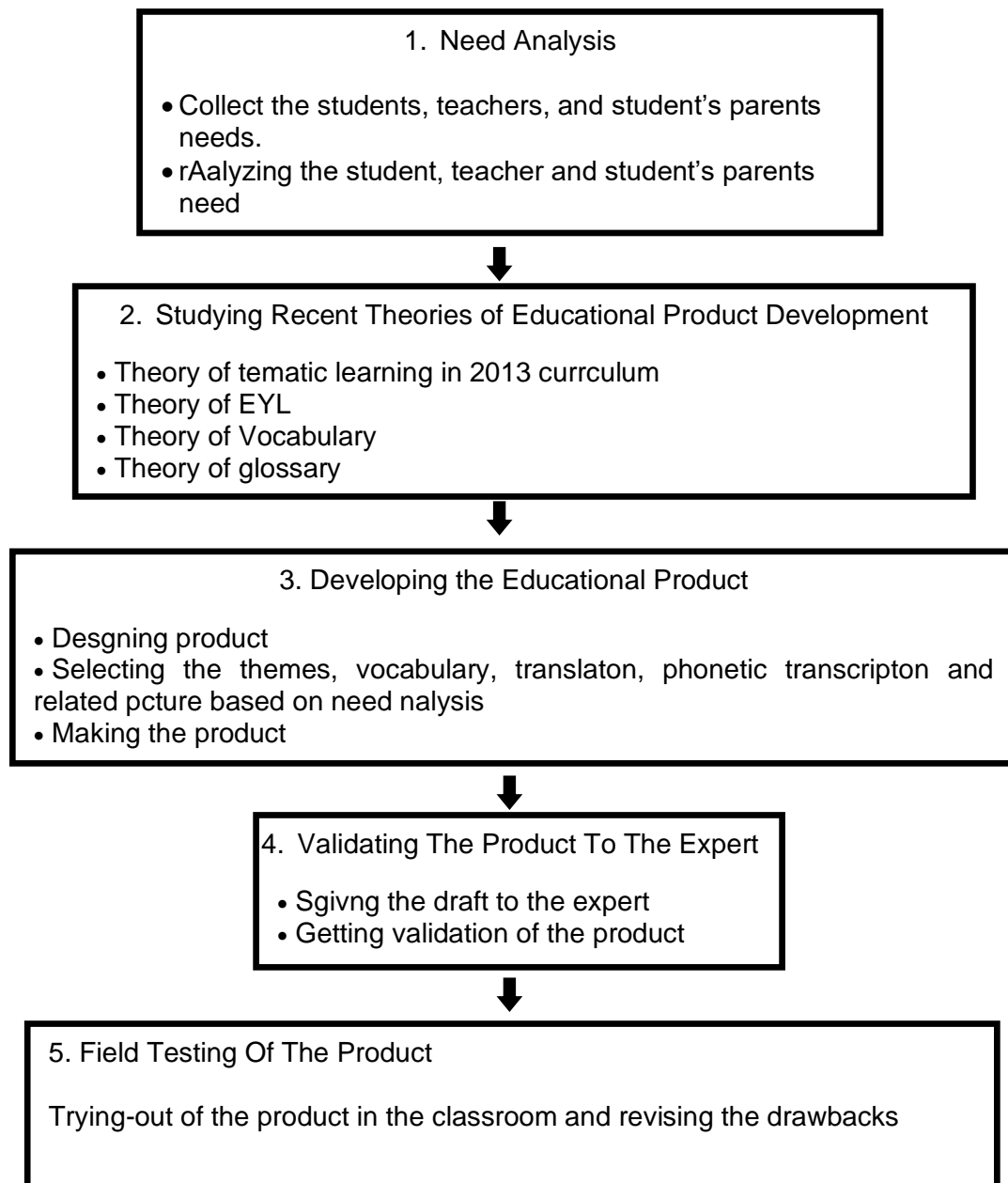
Further, Halliwel in Lelawati et al (2018:96) stated that Young learner mean children from the first year of formal schooling (5 or 6 year old) to eleven or twelve year age. In addition, Pribilova in Liyaningsih (2017:20) stated that “the term of young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time”. Based on the expert’s explanation it can be concluded that young learners are students of a formal education level from 5 or 6 years to 12 years.

Futhermore, vocabulary is very important, it is as the core of language complexites and as a strating point of those who are learning new language (Basuki 2018:123). While, Cameron n Liyaningsih (2017:34) defines vocabulary is about leraning word children are not only expected to know the word also they have to know what meaning of that word. So, vocabulary is a language center and is mportant for language learning, without sufficient vocab, one cannot communicate effectively or express all his ideas both orally and in writing.

## METHOD

In this research, the researcher conducted a Reseach & Development (R & D). As Gall et al. in Basuki et al. (2017: 124) states that education R & D is an industry-based development model whose results are used to create new products and procedures, which are then tested in the field, evaluated, and refined to meet the criteria effectiveness, quality, or similar standards. Research and Development (RnD) is a type of research that is oriented towards product development in the

form of developing a thematic integrated english vocabulary glossary for EYL in Trenggalek. The procedure of this research are need analysis, studying recent theories, developing the product, validating the product to the expert and field testing. The following figure shows the development steps of the product in this research.



**Figure 1.** Development Steps of the Glossary (Adapted from Mukti and Basuki, Basuki et al. (2017: 124))

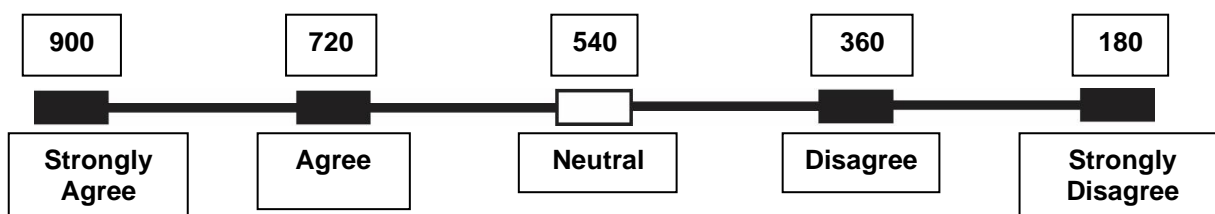
## FINDINGS AND RESULTS

This section discusses the results of research including finding of need analysis, finding of expert validation, and finding of product field-testing.

### 3.1. Finding of Need Analysis

#### 3.1.1. Finding of Student Parents Need Analysis

From the student's parents need analysis questionnaire result, obtained data as follow; maximum score  $(5 \times 15 \times 12) = 900$ , minimum score  $(1 \times 15 \times 20) = 180$ , score range  $(900 - 180) = 720$ , total score = 774 and resulted the following figure.



**Figure 2.** Continuum diagram of parents need analysis

#### 3.1.2. Findings Of Students Need Analysis

A thematic integrated English vocabulary Glossary for EYL in Trenggalek received a positive response to the students to be developed with the percentage gained criterion B (61%-81%) That is with a percentage of 72.5% The respondent supports this product to be developed.

#### 3.1.3. Findings Of Teachers Need Analysis

Based on the result of the interview conducted by researchers to two class B teacher in BA Aaisyiyah Suruh regarding tha analysis of need in thematic English learning conducted n BA Asiyiyah Suruh then researchers can concluded that the teachers in BA Asiyiyah Suruh need a thematic integrated english vocabulary glossary for EYL in Trenggalek.

### 3.2. Finding of Expert Validaton

After the product was developed completely, the researcher consulted the product to the expert of Early Childhood Education to give evaluation and suggestion to have acceptable and approved product. The researcher met up with Mrs. Rika Septi Kusuma, S.Pd as the expert to validate this productThe expert gives a

judgment, she argued that the product was good enough but need more revision. The researcher met the expert the twice on May 20, 2020 and May 30, 2020 to get a thematic integrated english vocabulary glossary for EYL in Trenggalek validation. Moreover, the expert gave the evaluation to the researcher. The expert stated that the researcher should make the cover more interesting and add the number of vocabulary on each theme. The last, the expert gave accepted the product.

**Table 1.** Product comparison before and after validating to the expert

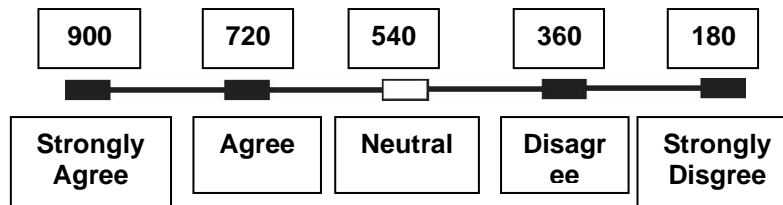
Before	After
Cover is less interesting	Cover made more interesting
Number of words too few	Add word count
Covermade more interesting	Validated
Add a word count	

The following figure shows the characteristic, contents and features of the product that was developed in this research.

### 3.3 Finding of Field Testing

#### 3.3.1. Finding Of Student’s Parents On Field Testing

From the student’s parents feedback uestionnaire result, obtained data as follow: maximum score  $(5 \times 15 \times 12) = 900$ , minimum score  $(1 \times 15 \times 20) = 180$ , score range  $(900 - 180) = 720$ , total score = 785.



**Figure 3.** Continuum diagram of parents feedback

#### 3.3.2. Finding Of Students On Field Testing

Based on the result of students feedback questionnaire result , it can be concluded that a thematic integrated English vocabulary Glossary for EYL in Trenggalek received a positive response by the students with the percentage obtained by criterion A (81%-100%) With a percentage of 92%. Thus, a thematic integrated English vocabulary glosary is very good for use in the learning of thematic English as per curriculum 2013 at PAUD level. See appendix number 21 until 23 to know the complete data.

### 3.3.3. Finding of Teachers on Field Testing

Based on the results of the interview that conducted by the researcher with the teachers of B class BA Aisyiyah Suruh after using this product, it can be concluded that the teachers giving recommendation of this product as a thematic English learning book that line with curriculum 2013 PAUD

## CONCLUSIONS AND SUGGESTIONS

The product of this research is a thematic integrated English vocabulary glossary for EYL in Trenggalek. The research procedure was adapted from Basuki, (2017:124). Thus, there are five steps conducted to create a thematic integrated english vocabulary glossary foe EYL in this research as a book or guidelines that present the english language learning based on thematic themes in early childhood education (PAUD). They were need analysis, studying recent theories developing the product, validating the product to experts and field testing the product. First, the product was done need analysis step, then the result of need analysis shows that the score is agree in likert and guttman scale.

Beside that the result of interview with the teachers also shows that is agree. Second, researcher studying recent theories about theory of Research and Development, theory of thematic learning, vocabulary, glossary and theory of EYL. Third, the developing product is done by need analysis. Fourth, the product had been validated by the expert who gave evaluation and suggestion. Fifth, field-testing was conducted to know the implementation the product. The findings of the field-testing shows that the product gets the good responses from the students, teachers and the student's parents. They were satisfies with it. A thematic integrated english vocabulary glossary was implemented and useful in teaching and learning process.

In conclusion, based on the finding of the research explained above. This research has been able to answer the research question that states; "How is the development a thematic integrated English vocabulary glossary for EYL in Trenggalek?". Furthermore this research has been able to achieve the objective of the research which is to develop a a thematic integrated English vocabulary glossary for EYL in Trenggalek.



## REFERENCES

- Adom, D., Hussein, E, K., Joe, A, A. 2018. Theoretical and ConceptuFramework: Mandatory Ingredients of a Quality Research. *International Journal of Scientific Research*, 7 (1) . (Online) , (<https://www.researchgate.net/publication/3224158>) . Accessed on February, 10, 2019
- Achmadi, T. A. 2015. Pengaruh Penerapan Blended Learning terhadap Prestasi Belajar Siswa Kelas XI Teknik Permesinan SMK Muhammadiyah 3 Yogyakarta. Universitas Negeri Yogyakarta. (Online), (<http://eprints.uny.ac.id/33172/> ) accessed on March, 30, 2020
- Annisa. 2018. An Ex Post Facto Analysis of the Comparison of Vocabulary Mastery between Using Pictures and Audio-Visual Media at Seventh Grade of Nahdhatul Islahiyah School, Narathiwat, Thailand. Universitas Muhammadiyah Gresik. (Online), (<http://eprints.umg.ac.id/375/>) accessed on March,28,2020
- Basuki, Y. 2017. The Requisite Vocabulary 1 Material for College Students of Stkip – Pgri Trenggalek. *Jurnal Pendidikan Dewantara*. 3 (1): 16-21
- Damayanti, Elfiana. 2019. Modul Statitika Induktif Uji Dependent Sampel Test, Independent Sampel Test dan Uji Wilxocon. Universitas Gadjah Mada. ResearchGate. (Online) (<https://www.researchgate.net/publication/333999256> ) accessed on February, 15,2020
- Dadi. 2013. Persepsi mahasiswa terhadap kegiatan pembinaan kegamaan di Mah'dad Al- Jami;ah STAIN Palangka Raya. Palangka Raya: STAIN Palangka Raya. (Online), ([https://www.google.com/url?sa=t&source=web&rct=j&url=http://digilib.iain-palangkaraya.ac.id/1357/&ved=2ahUKEwiBuKL83IXqAhUQVH0KHSdwB9sQFjAAegQIBBAB&usg=AOvVaw29YZb\\_mS6o0QdWsAxWaGlm](https://www.google.com/url?sa=t&source=web&rct=j&url=http://digilib.iain-palangkaraya.ac.id/1357/&ved=2ahUKEwiBuKL83IXqAhUQVH0KHSdwB9sQFjAAegQIBBAB&usg=AOvVaw29YZb_mS6o0QdWsAxWaGlm)) accessed on March, 25, 2020
- Handayani, D. B. M. 2014. Study on Vocabulary Learning Strategy Used by the Eighth Semester Students of English Department of IAIN Tulungagung in the Academic Year 2013-2014. IAIN Tulungagung. (Online) (<http://repo.iain-tulungagung.ac.id/394/>). Accessed on April, 10, 2020
- Ichsan Anshory, Setiya Yunus Saputra, Delora Jantung Amelia. 2018. Integrative thematic learning of the 2013 curriculum in low grade elementary school Muhammadiyah 07 Wajak. *JINoP (Jurnal Inovasi Pembelajaran)*, 4(1), (Online) (<http://ejournal.umm.ac.id/index.php/jinop/article/view/4936>). Accessed on Januari, 05, 2020
- Kimalasari, Fitriani. 2019. The Implementation of learning Program in English speaking environment on Playgroup and Kindergarten. *Jurnal Pendidikan Anak*, 8(1): hlm.69-77, (Online), (<https://journal.uny.ac.id/index.php/jpa/article/view/26776>). Accessed on January, 06, 2020



- Kristianto, Benedictus Aditya. 2017. Development of children's educational based storybook environment for learning to read lower grade students. Yogyakarta: Universitas Sanata Dharma Yogyakarta. (Online)([https://www.google.com/url?sa=t&source=web&rct=j&url=https://repository.usd.ac.id/12378/2/101134174\\_full.pdf&ved=2ahUKEwi3i53KiIXqAhUCb30KHQBnCJkQFjAAegQIBxAC&usg=AOvVaw3OQoZHCczp0b2dNmBG6tmm](https://www.google.com/url?sa=t&source=web&rct=j&url=https://repository.usd.ac.id/12378/2/101134174_full.pdf&ved=2ahUKEwi3i53KiIXqAhUCb30KHQBnCJkQFjAAegQIBxAC&usg=AOvVaw3OQoZHCczp0b2dNmBG6tmm)). Accessed on December, 02, 2019
- Lestari, Ikmala Yunita. 2012. The efforts to improve vocabulary-mastery of children's English through Image card Media (Flash Card) in group B at RA Barokah Klodran Karanganyar Year lesson 2011/2012. Surakarta: Universitas Muhammadiyah Surakarta. (Online)([https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.ums.ac.id/19227/13/11.\\_Naskah\\_Publikasi.pdf&ved=2ahUKEwjU\\_uaKiYXqAhWHbysKHRGWCdYQFjAAegQIBRAC&usg=AOvVaw1nSgqxifr-B1MPPr78EIOH2](https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.ums.ac.id/19227/13/11._Naskah_Publikasi.pdf&ved=2ahUKEwjU_uaKiYXqAhWHbysKHRGWCdYQFjAAegQIBRAC&usg=AOvVaw1nSgqxifr-B1MPPr78EIOH2)). Accessed on January, 4, 2020
- Liyaningsih, Gili Nur Indah. 2017. Teacher's Strategies In Teaching English Vocabulary To Young Learners. Surakarta: Islamic Education And Education Teacher Training Faculty The State Islamic Institute Of Surakarta. (Online)(<https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.iainsurakarta.ac.id/648/1/15.%2520Gili%2520Nur%2520Indah.pdf&ved=2ahUKEwjrj6aviYXqAhWDbSsKHel1DsoQFjAAegQIBRAC&usg=AOvVaw1b24gYvsUosZhS2DaTWqGy>). Accessed on January, 7, 2020
- Maskyur, Mohammad Rizqillah. 2018. The influence of professional competence and personality of PAI teachers to students ' learning achievement in SMPN 1 Pohjentrek and SMPN 2 Kraton kabupaten Pasuruan. Malang: Pascasarjana Universitas islam negeri Maulana malik ibrahim malang. (Online)(<https://www.google.com/url?sa=t&source=web&rct=j&url=http://etheses.uinmalang.ac.id/13137/&ved=2ahUKEwijnNvaiYXqAhUUbn0KHWYyASIQFjAAegQIBxAC&usg=AOvVaw0N5nxxlls4sPdwhgKExBH>). Accessed on February, 02, 2020
- McLeod, S. A. 2018. Questionnaire: Questionnaire: Definition, Examples, Design and Types.(Online), (<http://simplypsychology.org/questionnaires.html> ) accessed on February, 21, 2020
- Muldyagin, D. H. 2018. The Correlation between the Interest in Practicing English Conversation and Speaking Fluency of English Department Students of Pasundan University. Universitas Pasundan.(Online), (<http://repository.unpas.ac.id/40125/> ) accessed on February, 25,2020
- Mustiari. 2017. Development of SCIENCE materials of the food chain students Grade IV elementary School. Malang: Universitas muhammad malang. (Online)(<https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.umm.ac.id/35500/&ved=2ahUKEwjov72iYXqAhUDgUsFHSqHAP4QFjAAegQIBhAC&usg=AOvVaw2DfSHRiisYG7vMLrQfei4X>). Accessed on March,10, 2020
- Regulation of the Minister of Education and Culture No. 146 year 2014 on curriculum 2013 Early Childhood education. (Online),

- (<https://www.google.com/url?sa=t&source=web&rct=j&url=http://paud.kemdikbud.go.id/wp-content/uploads/2016/04/Permendikbud-146-Tahun-014.pdf> & ved = 2ahUKEWjm-ISXklXqAhWa7HMBHRUJBwQQFjAAegQIBRAB & ultrasound = AOvVaw2rE6WkNUACqiFm8kHANCF8). Accessed on December, 19, 2020
- Saptian, Terra. 2013. Survei pelaksanaan standar kompetensi pelajaran seni musik kelas VII SMP dalam mengekspresikan diri melalui karya seni musik daerah setempat di wilayah kabupaten gunung kidul. Yogyakarta: Universitas negeri Yogyakarta. (Online), (<https://www.google.com/url?sa=t&source=web&rct=j&url=https://eprints.uny.ac.id/27030/&ved=2ahUKEwiOjrjO4YXqAhURbn0KHZSIBrsQFjAAegQIBBAC&usg=AOvVaw2XUqggMndFCiF4FhPZ4vKx>) accessed on March,20, 2020
- Sari, Niti. 2018. The application of the thematic learning in the Moral planting of early childhood in Raudhatul Athfal natural teak Agung Lampung Selatan. Lampung: Fakultas tarbiyah Dan Keguruan Universitas Negeri Islam Raden Intan Lampung.(Online).(<https://www.google.com/url?sa=t&source=web&rct=j&url=http://repository.radenintan.ac.id/5353/1/SKRIPSI%2520NITI%2520SARI.pdf&ved=2ahUKEwjpmBXioXqAhWCeisKHYYLA1YQFjAAegQIBxAC&usg=AOvVaw3GzrYzzBJYLVoRsuXw9vVY>). Accessed on December, 20, 2019
- Puspitasari, Rizki. 2014. The implementation of thematic learning in early grade in Madrasah Ibtidaiyah State of North Kauman Jombang. Malang: universitas islam negeri maulana malik ibrahim malang. (Online). ([https://www.google.com/url?sa=t&source=web&rct=j&url=http://etheses.uin-malang.ac.id/7468/1/10140041.pdf&ved=2ahUKEWjfrL\\_ioXqAhVGbn0KHZoIDf4QFjABegQIBhAI&usg=AOvVaw0Q48-vnhI9HxQQbN34S6xK](https://www.google.com/url?sa=t&source=web&rct=j&url=http://etheses.uin-malang.ac.id/7468/1/10140041.pdf&ved=2ahUKEWjfrL_ioXqAhVGbn0KHZoIDf4QFjABegQIBhAI&usg=AOvVaw0Q48-vnhI9HxQQbN34S6xK)). Accessed on January, 03, 2020
- Rohmah, Ainur. 2019. The use of VOA Listening materials and world news metro tv to teach listening skills. (A Quasi Experimental Research of the Tenth Grade Students of SMKN 1 Wonosegoro in the Academic Year of 2019/2020). Salatiga: Teacher training and education faculty. State institute for islamic studies (IAIN Salatiga). (Online). ([https://www.google.com/url?sa=t&source=web&rct=j&url=http://e-repository.perpus.iainsalatiga.ac.id/6185/&ved=2ahUKEWjNgs2ei4XqAhXDV30KHW1PB9sQFjAAegQIBhAC&usg=AOvVaw3FQiACv4cldushKLICs\\_qD](https://www.google.com/url?sa=t&source=web&rct=j&url=http://e-repository.perpus.iainsalatiga.ac.id/6185/&ved=2ahUKEWjNgs2ei4XqAhXDV30KHW1PB9sQFjAAegQIBhAC&usg=AOvVaw3FQiACv4cldushKLICs_qD)). Accessed on March, 12, 2020
- Sabi'ati, Amin. 2017. Implementation of Integrative thematic learning center based in creative attitude development for early childhood in Islamic KINDERGARTEN Tunas Harapan Salatiga. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga. (Online). ([https://www.google.com/url?sa=t&source=web&rct=j&url=http://digilib.uin-suka.ac.id/26689/1/1520431007\\_BAB-I\\_IV-atau-V\\_DAFTAR-PUSTAKA.pdf&ved=2ahUKEwi1j-a-i4XqAhVTVisKHVX0A5QQFjABegQIBRAI&usg=AOvVaw0iway3lb2405AXGdKdDx\\_Z](https://www.google.com/url?sa=t&source=web&rct=j&url=http://digilib.uin-suka.ac.id/26689/1/1520431007_BAB-I_IV-atau-V_DAFTAR-PUSTAKA.pdf&ved=2ahUKEwi1j-a-i4XqAhVTVisKHVX0A5QQFjABegQIBRAI&usg=AOvVaw0iway3lb2405AXGdKdDx_Z)). Accessed on December, 20, 2020
- Setiani Lelawati, Selma Dhiya, Putri Nurazijah Mailani. 2018. The Teaching of English Vocabulary to Young Learner. PROJECT(Profesional Journal of

English Education), 1(2):hlm.95-100,  
(Online).([https://www.google.com/url?sa=t&source=web&rct=j&url=https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/457/63&ved=2ahUKEwi8gdj8i4XqAhXDdCsKHQf3AsoQFjAAegQIBxAC&usg=AOvVaw1ErRQm2J\\_cHuk\\_adtdvqp6](https://www.google.com/url?sa=t&source=web&rct=j&url=https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/457/63&ved=2ahUKEwi8gdj8i4XqAhXDdCsKHQf3AsoQFjAAegQIBxAC&usg=AOvVaw1ErRQm2J_cHuk_adtdvqp6)). Accessed on December, 25 ,2020

Susanti, Elvi, 2016. Glossary of Indonesian verbs in various social Media. DIALETIKA: jurnal bahasa, sastra, dan pendidikan bahasa dan sastra Indonesia, 3(2):hlm.229-250, (Online), (<https://www.google.com/url?sa=t&source=web&rct=j&url=http://journal.uinjkt.ac.id/index.php/dialektika/article/view/5188&ved=2ahUKEwirwKehjIXqAhVbQH0KHea2DeUQFjAAegQIBhAC&usg=AOvVaw2V6a97WT1vXjDEi8Cvsfwn>). Accessed on December, 02, 2020