



The Effect of Using Pictures in Teaching Vocabulary to the Sixth Grade Students at SD Negeri 107405 Sei Rotan

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Abstrak

Penelitian ini bertujuan untuk menginvestigasi pengaruh penggunaan gambar dalam pengajaran kosakata bagi siswa kelas VI SD Negeri 107405 Sei Rotan. Desain penelitian adalah kuantitatif dengan pendekatan *pre-test/post-test control group*. Data penelitian diperoleh dengan menggunakan tes pilihan ganda berdasarkan materi yang relevan dengan buku teks yang digunakan di sekolah. Data dianalisis dengan menggunakan rumus tes, dan untuk memperkirakan reliabilitas tes digunakan rumus Kuder Richardson. Salah satu faktor yang mungkin berkontribusi pada hasil ini adalah penggunaan gambar dalam pengajaran kosakata dapat membantu siswa membuat koneksi yang lebih kuat antara kata dan artinya. Gambar menyajikan informasi visual yang memudahkan siswa untuk menghubungkan kata dengan konsep yang direpresentasikan, sehingga memperkuat pemahaman mereka tentang makna kata. Selain itu, gambar juga bisa meningkatkan motivasi dan minat siswa dalam belajar kosakata, karena gambar sering dianggap lebih menarik dan menyenangkan dibandingkan dengan teks. Hal ini dibuktikan dari hasil t-test (1,84) lebih tinggi dari t-tabel (0,63) dan sebesar (16) dan tingkat signifikansi (0,05) yang berarti bahwa hipotesis ada manfaat yang signifikan menggunakan gambar dalam mengajar kosa kata.

Kata Kunci: *Efek, Menggunakan Gambar, Kosakata.*

Abstract

This study aims to investigate the effect of using pictures in teaching vocabulary for sixth grade students of SD Negeri 107405 Sei Rotan. The research design is quantitative with a *pre-test/post-test control group* approach. Research data were obtained using multiple choice tests based on material relevant to the textbooks used in schools. Data were analyzed using the test formula, and to estimate the reliability of the test used the Kuder Richardson formula. One of the factors that might contribute to this result is that the use of pictures in teaching vocabulary can help students make stronger connections between words and their meanings. Pictures provide visual information that makes it easier for students to relate words to the concepts they represent, thus strengthening their understanding of the meaning of words. In addition, pictures can also increase students' motivation and interest in learning vocabulary, because pictures are often considered more interesting and fun than text. This is evidenced by the results of the t-test (1.84) which is higher than t-table (0.63) and equal to (16) and the significance level (0.05) which means that the hypothesis is that there are significant benefits of using pictures in teaching vocabulary.

Keywords: *Effect, Using Pictures, Vocabulary.*

INTRODUCTION

In English there are many sides that have to be learnt such as listening, writing, reading and speaking. Listening includes listen to the tape recorder, the native or the teacher in the classroom and the students must understand what the speaker says. Writing includes make a sentence or paragraph, in writing the students must really understand about grammar and structure because in written form the mistake will be appeared clearly. In reading, the students must have many vocabularies or words so they can understand about the reading. And finally about speaking, it is one of the most important skills in English. It always uses in communication. Vocabulary is the main important aspect because it consists of words.

Vocabulary is one of language aspects, it is very important to be mastered by the students. It is also useful in the process of building sentences. Someone cannot speak and build sentences, without mastering vocabulary. Automatically someone cannot speak, read, write, and listen well. The English students who have lack of vocabularies will get difficulties to speak to the other, especially to foreigner language.

Vocabulary will support other skills such as speaking, reading, writing and listening. Vocabulary is considered to be essential as a basic of language learning. On the other words, students who learn English need to master the basic words as many as possible especially for the beginner level. Al-Khufaisi (1984:42) said that mastering vocabulary is one thing that is very fundamental for everyone to know in learning English.

Before focusing on the other English skills, basically, learning vocabulary is easy but the teacher realizes that many students still have problem in increasing and mastering vocabulary. It caused the people who study English cannot understand the meaning of the words. It is very impossible to the students to read English with good pronunciation and fluently. Anything which can be seen while the language is being spoken a visual aid (Donn Byrne, 1980). Pictures will help students a lot in understanding the situation and memorizing vocabularies. Actually, when teacher used the pictures as their media in teaching they have activated two from five senses. And it gives better explanation because the pictures can explain clearly the teacher's explanation.

It is hoped that this research will provide valuable insights into the effect of using pictures in teaching vocabulary to sixth graders. The results of this study are expected to provide recommendations and guidelines for English teachers in increasing the effectiveness of teaching vocabulary and helping students broaden their understanding of English.

Kasihani (2007:101) states that media are any means of communication which carry the information between the source and receiver. The media are called instructional media if they are used to convey the messages in educational environment.

In the nature of language, teaching media in the main point that should be owned and played by the teachers as long as they get involved in developing

students proficiency. Because the teachers are demanded to make the students easy to comprehend the materials are being learnt. Moreover the students become the teaching object that have to participate in teaching- learning activity to improve the competence of the students skill, especially one intended skill, one of them is vocabulary.

In other word, media could be defined as the carrier of the message from the teacher to the students. In learning activity, media can help the teacher in conveying the teaching material so that the students will clearly understand the lesson.

According to Kasihani (2007:102) there are three kinds of media: 1) Visual media, is a media that can be seen and touched by students (examples: picture, photo, card, real object, map, flash card); 2) Audio media, is media that contain recorded text to listen (e.g. radio and cassette recorder); 3) Audio visual, is media that can be seen, touched and listened (e.g. television, movie and etc).

According to Hart and Hicks (2002:8) media in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. It should lead students to remember ideas by becoming more involved with them. What is not always obvious is that students should first know what media is and ways to think about it. Critical skills in understanding media are extremely important; without them the film, video, record or slide presented in relation to a subject is only one dimensional.

In teaching and using various media in the classroom are somewhat skewed in that teaching art or media or some combination. The nature of the classes dictated that the teachers may demonstrate most of the expressive media that we use to communicate with—print, books, drawing, slides, film, video, audio, computer screens.

As a result, what the teachers gained from these efforts was both a knowledge of what these media are and how they can be used (or not used) in the classroom. Although, the teachers probably are not teaching math or science (although technically television is a wonderful way to teach physics and they did have a physicist come to my video classes to explain how images got from reality to the screen) they have since employed what they learned (in some experiences) to help the other teachers from a variety of subjects visualize their subjects with multimedia computing technology. This technology “model” what is done in the classroom to some degree but has the added feature of being able to connect this model to electronic libraries.

In general terms, Ivers and Barron (2002:2) define that media is the component of teaching that support the teaching and learning process. Form of media may include text, graphics, animation, pictures, video and sound.

When media is used to support our teaching and learning process, perhaps many teachers believe that media encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Students have the opportunity to learn and apply real-world skills.

According to Hornby (2007:138) picture is a description that gives an idea of what something is like. It means that using picture will make the children easier to remember and understand the new vocabulary. On the other word, there are some explanation of picture as the following: 1) A visual representation or image painted, drawn, photographed or otherwise rendered on a fled surface; 2) A design or representation made by various means (as painting, drawing or photograph); 3) A description as vivid graphic as to suggest a mental or given accurate ideas of something.



Picture 1. Pencil



Picture 2. school tools

Based on the explanation above, teaching media is very important to the teacher because they can use it to show different situation, scenes, actions, and other imaginary places (Printina, 2017). Explains through pictures, learners can be shown people, place, and thing from outside area of their own experience. Pictures also can represent images from ancient times or portray the future.

The advantages of using pictures are: 1) Pictures are widely available; 2) They provide experiences for an entire group; 3) The visual detail make it possible to study the subject, would otherwise be impossible; 4) Pictures can help to prevent the misconception; 5) Pictures offer stimulation to further study, reading and research, visual evidence is powerful tool; 6) They help to focus attention and to develop some ideas and; 7) They are easily manipulated.

Wright tates that picture should be certainly subjected to some practical criteria for the assessment of their value, but such criteria should be applied to all activities whether they involve pictures or not. There are criteria that can be applied in using pictures by any teacher that they are easy to prepare, organize and including sufficient amount of language (Irdawati et al., 2017). The criteria are summarized as the following: 1) Easy to prepare, it is usually not difficult to prepare for the activities; 2) Easy to organize, it does not take a lot of effort for organizing more complicated activities; 3) The activity will give rise to sufficient amount of language use in orderto justify its conclusion in the language lesson.

From the quotation above, it is very clear that the teacher prepared pictures to be applied to the students should fulfil those criteria. Besides that Andrew (Utami, 2018) SAY

1) Pictures can motivate the students and make them want to pay attention and take part. 2) Pictures contribute the context in which the language is being used. They bring world into classroom street, scene or particular object; 3) Pictures can be described in an objective way, interpreted, or responded to subjectively; 4) Pictures can cue responds to question or cue substitution through controlled practice; 5) Pictures can stimulate and provide information to conversation, discuss and storytelling.



Picturer 3. Jobs

Picture can be effectively used to inform or describe place, personality and others. Related to the quotation, it can be concluded that pictures can support the students to elevate and reform their ability in learning vocabulary.



Picture 4. numbers

Schwartz (2000:1) says pictures are a great incentive for language production and can be used in many ways in the classroom. “Specifically, pictures contribute to: interest and motivation; a sense of the context of the language; a specific reference point or stimulus”. Many pictures in junk mail catalogs are especially suitable for small group activities. Speaking, In addition, picture is two-dimensional visual representation of person, place, or things. It can be painted or drawn writing, vocabulary, grammar and cross-cultural lessons at levels can be designed around the use of pictures.

In addition, picture is two-dimensional visual representation of person, place, or things. It can be painted or drawn (Fiantika et al., 2022). Classifies pictures into three types such as composite picture, picture series and individual picture. In relation to the use of pictures in teachin assert that there are six reasons of using pictorial material; they are (Suja, 2014): 1) Pictures are very

useful for presenting new grammatical and vocabulary items; 2) Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher; 3) Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read, and to write; 4) Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structure; 5) Pictorial material can be used to provide more practice of the exercise that student have done using the textbook; 6) Pictorial material is easy to collect, to make and to transport.

It is obvious that there has been only one but a plenty of definition of vocabulary. According to Hornby (Hastuti, 2011) vocabulary is the total number of words, which make up a language. Vocabulary is a word or words that should be mastered by someone, which are used by group of people in an environment. Thus, vocabulary is a number of words.

According to Haycraft (Tantri, 2017) vocabulary can be classified into two kinds. They are active vocabulary and passive vocabulary. Active vocabulary refers to the words that the students should use in speaking and writing, while passive vocabulary means words they need only to comprehend especially in reading and listening. The word derived from a combination of two or more stems producing a new meaning and known as a compound word. The forming of words by various ways can extend the number of vocabularies of any language.

Knowledge of morphology gives much help to students to increase their vocabulary. However, the knowledge of morphology itself cannot fully assure the success of understanding written or oral language, because the usage of every language depends on the context. Thus, the context understanding and the ability to relate the words to the context are still the basic knowledge to be passed by students to get the meaning of the whole context. Vocabulary is generally a matter of remembering, unlike e.g. learning grammar, which is a system based mainly on rules. (Thornbury, 2004) to be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized

Several authors agree that vocabulary is stored in the mind in a highly organized and complex web-like system, the so-called 'mental lexicon'. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. consequently, a word being retrieved is look up through several pathways at once, which is extremely economical in terms of time needed. (Thornbury, 2004; McCarthy, 1992; Gairns and Redman 1992).

One of the important roles of the language teacher is to help their students find the easiest way of conveying new information into the already existing system of the mental lexicon. (Thornbury, 2004:93) moreover, students need to acquire the ability to store the information for as long as possible.

Thornbury (2004:24-26) summarized a research into memory, which suggests principles supporting the process of permanent or long-term remembering. In this summary he listed several techniques to follow to make vocabulary teaching as effective as possible. Firstly repetition, yet what he means

is repetition of encounters with a word (Thornbury, 2004:24) e.g. in reading. Furthermore, he stresses the importance of retrieval and use of the new words. While practicing, learners should make decisions about words, e.g. match rhyming words or use new items to complete sentences.

Moreover, personalizing in vocabulary practice has proved to be beneficial for remembering along with spacing, which means that presentation of new vocabulary is divided into more widely separated sequences followed by repeated revision later on with gradually extending periods between them. e.g. the end of the lesson, next lesson, next week and so on (Thornbury, 2004:24)

Another helpful element is motivation, which is closely linked with attention. A very high degree of attention (called arousal) seems to correlate with improved recall. Connected to this, emotional value of words should be considered as well. I must definitely agree with Thornbury on this matter, as his conclusions correspond with my own experiences.

Finally, Thornbury (2004:25) advises to visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with similarity sounding word and its meaning in the mother tongue

Teaching is seen as an activity where one tries to help and to lead someone in getting, changing or developing skills, attitude, ideas, appreciation and knowledge. It is supported by Hornby (Hastuti, 2011) who says that teaching is to give instruction to somebody, or cause somebody to know or be able to do something, give to somebody knowledge, skill and give lessons at school. Moreover, teaching itself as defined as terms of educational objectives is the process of delivering material from teachers to students, and as the result, there will be a changing habit in the students behavior.

In teaching and learning vocabulary, it is important for the teacher to know how to teach the vocabulary. According to Wallace (Wolfe & Wolfe, 2008) there are nine principles in teaching vocabulary:

1. Aims, teachers have to be clear about their aim, how many things are listed and what the teacher expected the learners to be able to do. Unless the teacher makes this font clear, it will be difficult to assess how successful the vocabulary learning has been;
2. Quantity. After deciding the aims in learning vocabulary, the teachers have to consider the quantity of vocabulary to be learnt, how many words the learner can learn. The teacher selects the words that suit the level of the students' proficiency;
3. Need. Teacher creates a certain situation. They communicate and get the words needed. The teacher is an informant. The vocabulary is then presented in response to the students' own need and interest and then she or he perhaps is more likely to remember it after asking the information. The students will satisfy with what he or she needs as the target word;
4. Frequent Exposure and Repetition. However, we seldom remember a new

word simply by hearing it once. There has to be a certain amount of repetition until there is evidence that the students have learnt the target words. A vocabulary must be used as often as possible;

5. Situational Presentation. Using words must be related to the situation. In the line with how well the user knows the addressee. It seems sensible that the students should learn words in the situation in which they are appropriately used;
6. Meaningful Presentation. The learner must have a clear and specific understanding of what it denotes or refers to, such as its meaning. It requires that the word will be presented in such way that its denotation or reference is perfectly clear and unambiguous, which is not always an easy task;
7. Presentation in context. Words are very seldom in isolation. The meaning of a word can be influenced by other factors in the context. It is important for the learner to know the usual collocations where a word occurs. The circumstances in which the event happens can influence the meaning of a word;
8. Learning vocabulary in the mother tongue in the target language. It is very different to learn vocabulary in the mother tongue from learning it in the target language. The teacher must provide both types of teaching;
9. Inference procedures in vocabulary learning. It is impossible for the students to master all vocabulary of certain language. He or she needs various specifically the meanings of words. He or she may look on a dictionary without understanding all the meaning by making inference from the context or guessing their meanings from the context, he or she can understand the words.

To obtain more sufficient in teaching result, teachers apply various teaching techniques and strategies that can increase the students' vocabulary. One of alternative ways, which is predicated to be a good way to reach the goal, is the use of picture. After we success to get their attention, the students will be easy to study vocabulary, by this way the teachers make the classroom more enjoyable. Because of the material is easy to understand and interesting, so using pictures is one way that can be applied to the students on their vocabulary learning.

Vocabulary is very important to be learned if we want to learn a foreign language. Taylor (Williamson et al., 2020) sates that vocabulary is central to language teaching and learning. It means that learning vocabulary is necessary as the first skill to learn English deeply. Understanding the importance, therefore the teacher must focus in teaching vocabulary. The success in teaching vocabulary has a big role. In knowing that condition, the role of pictures can be a tool as the media to make easier in teaching vocabulary, so the students can see especially the nouns in a real object of pictures. Besides, by learning vocabulary, the learners can show the improvement of their new language clearly.

METHODOLOGY

This study used an experimental design with a control group. The population of this study were sixth grade students at SD Negeri 107405 Sei Rotan in the 2022/2023 academic year. The instruments used in this study consisted of:

Pre-Test: Test instrument used before giving treatment (using pictures as learning media) to measure vocabulary understanding before giving treatment.

Treatment: The treatment given to the experimental group, namely the use of pictures as learning media in the process of teaching vocabulary.

Data Analysis: Data analysis was carried out after the treatment was given. The data collected from the pre-test and post-test (after treatment) are used to influence the effect of using pictures as learning media on students' vocabulary comprehension.

Data analysis can be carried out using appropriate statistical methods, such as a different test (t-test) between pretest and posttest scores in both groups, as well as other statistical analyzes to measure the significant effect of using pictures as a learning medium on vocabulary comprehension. student. In addition, descriptive analysis can also be used to provide a statistical picture of the data collected, such as the mean, median, and proportions.

RESULTS AND DISCUSSION

After conducting the research, the author obtained student score data for the pre-test and post-test from both the experimental and control groups. The results showed that the total pre-test score for the experimental group was 690, with the highest score being 50 and the lowest score being 30. In the post-test for the experimental group, a total score of 1295 was obtained, with the the highest score reaching 100 and the lowest score being 65.

As for the control group's pre-test, a total score of 570 was obtained, with the highest score reaching 50 and the lowest score being 15. In the control group's post-test, it was found that the total score was 1115, with the the highest score reaching 90 and the lowest score being 45. The pre-test results indicated no significant difference between the two groups before the intervention. This suggests that prior to the implementation of the intervention, both groups had relatively similar vocabulary comprehension.

However, after receiving the treatment and undergoing the post-test, the experimental group showed a significant improvement in vocabulary scores compared to the control group. The average post-test score for the experimental group (1295) was significantly higher than the average post-test score for the control group (1115).

Using statistical analysis, it was found that there was a significant difference between the experimental group and the control group in terms of vocabulary comprehension. The t-test analysis showed a t-value of 1.84, which exceeded the critical t-value of 0.63 at a significant level of 0.05. This indicates that there is a significant difference between the two groups in their ability to

understand vocabulary after the intervention. Therefore, the research hypothesis stating that "the use of pictures has a significant influence on student motivation" can be accepted.

The data analysis results indicate a significant difference between the experimental group, which used pictures as a learning media, and the control group, which did not use pictures. The experimental group showed a more significant improvement in vocabulary comprehension compared to the control group. This suggests that the use of pictures as a learning medium has a positive influence on the vocabulary comprehension of sixth-grade students. Pictures help students visualize and associate words with relevant objects or concepts, making it easier for them to understand and remember vocabulary. Pictures assist students in visualizing words and connecting them to real-world contexts, making it easier to comprehend and retain the learned vocabulary. Therefore, it is recommended for teachers to incorporate pictures as one of the strategies in teaching vocabulary to students.

CONCLUSION

The findings of this study demonstrate that the use of pictures in vocabulary learning has a significant impact on sixth-grade students. The experimental group, which received instruction using pictures, exhibited a significant improvement in vocabulary comprehension compared to the control group. The statistical analysis further confirmed the presence of a significant difference between the two groups.

The results indicate that pictures are highly effective in enhancing students' understanding and retention of vocabulary. Visual representations play a crucial role in helping students establish connections between words and relevant concepts, thereby facilitating their comprehension and memory recall. By incorporating pictures as a valuable tool in vocabulary instruction, teachers can create engaging and dynamic learning experiences for their students.

The implications of this study suggest that the inclusion of pictures in vocabulary lessons can yield positive outcomes. Visual aids not only make the learning process more enjoyable but also promote a deeper understanding of the language. They assist students in visualizing words and linking them to real-world contexts, making it easier to comprehend and remember the vocabulary being taught. Therefore, it is highly recommended for educators to incorporate pictures as one of the strategies in teaching vocabulary to enhance student learning. This research provides substantial evidence supporting the significant influence of using pictures in vocabulary learning. By adopting this instructional approach, teachers can create a conducive environment for students to acquire and internalize new vocabulary effectively, ultimately improving their language skills and fostering a deeper understanding of the language.

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