

Analyzing an Interactive Media English in Teaching Kindergarten

Nurfadila Narlis, Resma Nepi

English Language Education Department, University of Pahlawan Tuanku Tambusai.

Nurfadilannarlis12@gmail.com. resmanepi@gmail.com

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ABSTRACT

This research is aimed at children who are actively involved in technology for educational reasons. Interactive media is considered as an inseparable part of the language learning process to support the efficiency of the learning process by taking into account the needs and achievements of students. Therefore, the application of the information and communication technology (ICT) curriculum in early childhood education is one of the efforts to develop the education sector to improve and support the learning, language and literacy of students with ICT. This descriptive research aims to describe learning English for Mathematics with ICT for kindergarten students. In addition, the description can be one of the basic forms of developing interactive learning based on student independent learning. In addition, this learning arrangement also aims to improve the learning habits and independence of students.

Keywords: Information and Communication Technology (ICT), English for Math, interactive media.

INTRODUCTION

At an early age every child has the power to absorb very high information. Montessori in Susanto (2011: 133) states that early childhood could be a sensitive period. At this point, in line with Montessori, children are particularly easy to receive certain stimuli. At now the kid is in a very sensitive period, meaning that the kid is mastering certain tasks. this era is very appropriate to supply appropriate stimulus to children so as to extend their potential. Learning media is required to extend students' enthusiasm for learning in receiving learning and make it easier for teachers to clarify the materials to be used.

Suyadi and ulfah (2013: 17) Essentially infancy Education is education organized with the aim of facilitating growth and development as an entire or emphasize on development of all aspects of the child's personality. meaning Childhood Education infancy (PAUD) has the most function including cognitive, language, physical, social and development emotional. Additionally, early childhood education includes a strategic role for the continuity of the following educational process thanks to the education of youngsters old Early is actually a basic or pre-requisite for the tutorial process next.

It's difficult for PAUD to become a forum to develop all aspects that are needed by children. Representative teachers, environment and media are needed. Teachers are required to be ready to present interesting and practical learning so what's conveyed is accepted by children well. Interactive learning media that's attractive, effective, and modern .really needed to introduce the world of learning or material so it's known by teachers and students.

As is well-known, that the topic matter delivered, not all of the PAUD students could understand and understand what the teacher explained. so the existence of interesting learning media can improve enthusiasm for student learning and makes it easier for teachers to produce explanations materials to be

delivered. Learning media is incredibly necessary to extend the passion for student learning in receiving learning and make it easier for teachers to clarify the materials to be used. within the teaching process, teachers are required to be creative in making learning media. With learning media it's hoped that students can easily understand the material presented.

The comes about of instructor interviews in kinder garden BintangKejora say that the kindergarden is a smaller amount have a assortment of learning media to optimize the training handle. In expansion, the educational media utilized within the first childhood learning prepare isn't possessed by the college so it's very troublesome within the training prepare. As is thought that the utilized of media within the educational handle demonstrated to form strides the training handle, particularly in time of life on character formation learning. Character building in time of life gets to be a crucial thing. early childhood can be a period of gold, so it's exceptionally vital to make values of character at that age.

The use of media in teaching is essential to create fun and exciting atmosphere in the classroom practice. The media is additionally considered united of the important component of teaching technology in supporting the teaching and learning process (Anwariningsih&Ernawati, 2013). Therefore, media incorporates a component to unite between verbal and pictures so on communicate data and to develop the understanding of the contents or the real meaning within the instructing prepare that has work to create lively exercises, particularly outlined for youthful learners in time of life instruction.

Media is human, material, or events that lead the situation and conditions in creating students enabling to acquire knowledge, skills or attitudes. If the media carries messages or information which has instructional aims or teaching objective that the media is termed a media of learning. Learning media is an instrument within the learning process which will be implemented both inside and out of doors class to support and help students' learning experience and improve learning outcomes (Lonka, 2015)

There are some benefits of utilizing media within the training prepare, specifically: (1) learning are going to be more curiously so it'll cause the educational inspiration to the understudies, (2) learning materials are going to be effectively caught on and permits understudy to regulate and attain the educational objectives, and (3) educating strategies are going to be more variation through verbal communication from the teacher's explanation.

In keeping with Mutohhar (2009) argues that a decent media is media which is suitable for the subject, material, the scholars, and practical to use. In other words, a decent media doesn't to be expensive, it just has to be reusable, and then it can help the teacher to make an efficient instruction within the classroom

Modern technology such as computers and interactive whiteboards give many opportunities for teachers to get new possibilities of integrating visual materials inside the classroom. the event of possibilities that increase each year doesn't mean that they're not fully exploited within the language classroom, because of variety of reasons like school facilities or teacher literacy of new technologies. The use of visuals, apart from those included in the textbooks was not an integral part of the everyday lessons implemented by teachers in time of life education. The use of multimedia visuals, such as slide-presentations or video-based activities was demoted to special occasions, or not even implemented in

English classroom practice at all (Ramírez, 2012).

The implementation of information and communication technology curriculum at pre-school level is one in every of the trouble to enhance the standard of education in Indonesia. Basically, the curriculum of information and communication technology makes students to be ready with the rapid changes not only within the world work but also another activities (Anwariningsih & Ernawati, 2013). Information and Communication Technology (ICT) subject integrated with other subjects like Language, Math, and Science is included subjects that need direct practice. It requires teachers to do innovation in creating the learning media that can help young learners' understanding the materials being learned. This chance will be integrated with the innovation, invention and creativity within the implementation of English for Math learning for very young learners in early childhood Education.

The use of media in teaching is essential to create fun and exciting atmosphere in the classroom practice. The media is additionally considered in concert of the important component of teaching technology in supporting the teaching and learning process (Anwariningsih & Ernawati, 2013). Therefore, Media encompasses a role to unite between oral and symbols so on convey information and to deepen the understanding of the contents or the real meaning in the teaching process that has function to create playful activities, especially designed for young learners in early childhood education. Almost all of the ICT study within the school still relies on textbooks and teacher profiles because the source of data. Whereas, there are many pre-school students still learn at the extent of speaking and emergent writing.

Thus, it becomes the contrary when the scholars are forced to read a computer learning modules while they're still within the stage of speaking and emergent writing. Due to that, creating or supporting learning process with interactive media that may improve students' self-learning will have the event of students' language and literacy. Students in pre-school has a comprehension of symbols or pictures to understand the message or information that's more dominant than reading. Thus, it's very important to form learning environment that supports the psychological aspects. Consequently, the learning environment should become a friendly learning, entertaining and motivating to the kids. This can be the learning background in how to make a media in learning English for Math with ICT to become playful activities so on arouse children's interest that may make them motivated to own a habit and self-learning.

Related theories has been published. The first is learning as a natural, human process, or perhaps learning as active and passive processes. The next view of learning emphasizes on the ongoing integrative and contextual process that require teachers to create activities based on model strengths, skills, interests, and culture of scholars. Besides that, learning also views assessment activity based on the fulfilled tasks, obtaining results, and real problem solving that is done either individually or in groups (Barr & Tagg, 1995; Taras, 2009).

Learning views do help teachers how and what to show within the classroom practice with fun and exciting atmosphere. Moreover, learning views are able to change the role of teachers and students in the learning process itself. The teachers' role have changed from a transfer of data, the most source of knowledge, the expert in recognizing the fabric, and therefore the source in finding answer to become a

learning facilitator, coach, collaborator, navigator of knowledge and learning partners for his or her students (Ball & Forzani, 2009).

Moreover, the role of teachers who control and instruct all aspects of learning has become the role of teachers providing more alternatives and responsibility to every student within the learning process. The implementation of learning views within the learning process also will switch the teacher-centered learning to become student-centered learning. Furthermore, the role of students in learning process have changed from a passive receiver of data to move participants within the learning process.

Besides that, the role of the scholars as learning participants who reexpress knowledge has changed to become learning participants who are able to produce and share knowledge. Further more, the student activities even have changed from learning as a personal activity (solitary) into collaborative learning with other students (Zajac, 2009). It means that learning environment that's centered on teacher has shifted to student-centered. There are three main kinds of learning modus which will give enlightenment for both teachers and faculty citizen to succeed in the most learning outcomes (Arsyad, 2006).

The primary is direct experience (enactive) within which learning is finished by doing and it's the role of teachers to supply learning activities where the scholars do what they're learning. The second is experience of pictorial / image (iconic) within which learning is finished by studying and understanding the educational objects from image, painting, photo or film that require teachers to provide supporting learning media for the students' learning activities. and therefore the last is experience of abstract (symbolic) within which learning is completed by matching the training object that's studied with a shadow on a image or match the experiences related to learning objects (Passarelli & Kolb, 2011). In order to make the learning process runs well so there must be interaction between students and teachers. Visual stimulus from the utilization of interactive media within the process of teaching learning will give learning outcome better for learning activities such as remembering, recollecting, recalling, and also connecting facts and ideas. of these ideas should be supported.

METHOD

This research is a descriptive study using a qualitative approach. The population of this study includes seventh semester students of University of Pahlawan Tuanku Tambusai English education. The sample of this research was 2 teachers who were taken by quitioner and interview sampling technique. The number of sample in this studied were 2 teachers. This research was conducted in September 2020 at PAUD Bintang Kejora.

There was no particular necessity for the instructors to be included in this consider, but instructing English as it were and utilizing guidelines media in educating learning prepare. In collecting information, this consider utilized three sorts of information, those are perception, meet and record examination. Those numerous sorts of information are the changed nature of subjective information which can offer assistance the author to set up the complexity of the wonder (Creswell, 2008).

Perception was utilized to induce data about how instructor utilizes his guidelines media within the classroom. In watching the classroom, the author utilized a non-respondent perception, where partaking

within the perception can be forbid act for the writer to get portray of real situation (Frankael&Wallen, 2012) and took a role as a complete observer who is probably least likely to affect the action of group being studied. The observation three time in classroom.

In this study, interview was used to find out about teacher perception and how the teacher reflected his perception on his teaching and media utilization. An in-depth meet was utilized, so the questions can be created as required. The meet itself was conducted formally and casually. Formal meet was utilized after the complete of the perceptions, whereas the casual meet was utilized some time recently and after each perception.

FINDINGS AND DISCUSSION

Based on analysis questioner and interview, the benefits in using media in teaching learning process, the researcher conducted the study which intends to find out : 1. How the teachers use the interactive media. 2.Problems that the teachers encounter in interactive media implementation. 3. Strategies to solve the problems in using the interactive media. By knowing them, it was expected that the teaching learning quality can be improved and local government gives more attention to interactive media availability in kinder garden Bintang Kejora.

The term “interactive media” began to be known widely at the top of the 20th century. The definition of interactive media is explained as the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes (England & Finney, 2011).There are some basic characteristics of interactive media. Those are: interactivity, communication, free access, divergence, flexibility, attractiveness, multi-formats of data and interactive active participation.

Media provides people with assistance when they have the aim of exchanging information and concepts on particular issues and on particular occasion. The exchange of knowledgemay be done by using different channels and methods of interactive media like written method of communication (blogs, comment, and chat rooms), visual information (short movies, games), graphical information (photos, pictures), audio (music files) and etc (Kuprienė & Žegunienė, 2017).Media is human, material, or events that lead the situation and conditions in creating students enabling to acquire knowledge, skills or attitudes. If the media carries messages or information which has instructional aims or teaching objective that the media is termed a media of learning. Learning media is an instrument within the learning process which will be implemented both inside and out of doors class to support and help students’ learning experience and improve learning outcomes (Lonka, 2015).

There are some benefits of using media within the learning process, namely:

- (1) learning are going to be more interesting so it'll cause the educational motivation to the scholars,
- (2) learning materials will be easily understood and allows student to control and achieve the learning goals,
- (3) teaching methods will be more variative through verbal communication from the teacher’s explanation.

Thus, it's important to use interactive media combined with the standard methods to create fun and exciting atmosphere of learning English for Math with ICT for kindergarten students and improve students' self-learning. Computer-Based Media Information technology gives the access of using alternative media as teaching media integrated with the standard teaching media like textbooks. This media may be used as a supporting media for the effective education and teaching and also facilitate student learning. the utilization of media through a scientific design can help teachers teach memorable materials easily with playful activities (Anwaringsih & Ernawati, 2013).

Moreover, the employment of concrete visuals is ready to draw in students' interest to explain the topic material and supply concrete experiences to create the training process run in fun and exciting ways. the utilization of visuals from interactive media implementation in classroom practice has also been known to stimulate learning and knowledge processing. There is also some problems dealing with computer literacy, and mental readiness on both teachers and students but those can be solved by starting the socialization of computer literacy training among teachers who will in a while transfer it to their students.

The employment of computers as a learning media has several advantages, such as to provide a more affective condition accommodating students who are slow in accepting the lesson, and stimulate students in doing exercises. the opposite advantage of using computer as a learning media is that students' learning development will be monitored through the records of students' activity within the types of exercise files stored within the computer. The effectiveness of using computers as a learning media can make students become "active" with the up to now information during which the software is intended interactively per the extent of students' age and capability.

Additionally to the condition that computer media allows students to develop skills and capabilities, interactive learning media has a stimulus that is conducive and supportive to the event of the coed independence, especially in terms of the development of competence, creativity, self-control, consistency, and commitment both to themselves and to others. Moreover, the use of computer as learning media has a significant influence on the students' interest and willingness to learn the atmosphere of competencies (Motteram, 2013).

There are many researchers that have emphasized plenty of beneficial effects of the usage of interactive media, and discussed the fundamental characteristics of interactive media, interactive media is significantly beneficial for the foreign language teaching/learning process. If interactive media was chosen for the study process, a student would be able to select from variety of learning methods like educational games, websites, chat rooms, forums, internet games, social networks etc (Kuprienė & Žegunienė, 2017). For younger learners, it's important the help and the regular monitoring observation for them when using interactive media as an alternative of improving their language and literacy.

There are some advantages that interactive media can give for the beneficial learning outcome. The first advantage is there will be more convenient and attractive manner of communication among students that would be managed in. the following is that the study process are often organized outside the regular teaching or learning environment. It means that the communication between a teacher and a student

would not be limited by time, availability and place. it can be arranged at any time and any where. In addition, interactive media can be a platform used as an educational environment for the exchange of methodological aids, accumulation of multi-format information and links to the scientific sources used for the teachings and independent studies or self-learning. Besides that, specialized websites containing many useful links to the educational websites will give more help for learners to study any foreign language.

These educational websites are forums which are used for communication among native and non-native speakers, or communities of teachers-volunteers who are engaged into online teaching (Motteram, 2013). learning is an energetic process of foreign language skills formation that has got to be uninterrupted. The successful and efficient instruction or learning process will happen if supported with the mixture of theory and practice. thanks to that, environment of study process plays a vital role, and it is a duty of a teacher to provide students with modern and interactive possibilities to support their positive achievements as their learning outcomes in foreign learning. the mix of theory and practice may bewithin thevariety ofthe utilizationin fact books that may be partially replaced with innovative methods, such as interactive media that comprises websites of newspapers or magazines, internet clubs, websites of business companies, forums, films etc (Motteram, 2013; Kuprienė & Žegunienė, 2017) .

Interactive media with its specification becomes efficient tool for choosing appropriate level of language learning taking into consideration varieties of learners' grade levels. Respectively, a student is ready to pick topics and activities, which can fulfill the wants and needs of his needs. For very young learners, teachers will help the chosen topics and activities in keeping with the students' age and level of difficulties. Reviewing possibilities provided by interactive media the teaching/learning process becomes more individualized, the fabric is also adapted in additional flexible manner to fulfill requirements of assorted learners. Even for very young learners in babyhood education, there are plenty of interactive media which will be found both online and offline.

These interactive media will give the choice playfull activities for young learners who just like the design of learning with playing. With interactive media, the complete study process is continuously transformed so as to realize positive learning outcomes. Furthermore, interactive media could also be stated both as a methodological aid and a platform for submitting students' assignments (Sessoms, 2008). There is an opportunity to form a virtual class, club or blog for college kids and teachers, where students could upload their visual, written, audio material, presentations, papers, essays etc., and their submitted assignments will be assessed by peers and teachers. (Wilkisch et.al 2006). This possibility is extremely suitable to be implemented in classroom practice with adult learners. except for very young learners, a virtual class, club or blog doesn't fit their age level yet. But if, it is within the style of literacy bag, during which the virtual class, club, or blog is intended with the involvement of the fogeys, that style will give more ideas on the development of supporting students' learning, language, and literacy with ICT (Huang, 2013).

Currently the users of the web are members of a minimum of two social networks and platforms. the event of recent networks continues to be in process, because various networks are focused on the

fundamental needs of users: communication, entertainment, receiving and managing of knowledge and its administration. the large group of users is fascinated by search systems and e-publications. Thus, interactive media is not only effective tools for improving students' literacy through self-learning but also promoting parental involvement in children's literacy learning within the West Germanic language. In generalization, a basic feature of interactive media is interactivity that brings numerous advantages to education rhythm, because media could also be developed by everybody and also the content of data depends on the objects, during this case learners, who are involved within the process of knowledge share and exchange. Students, adult learners or young learners, are extremely active users of interactive media.

They acknowledge provided possibilities and know the way to induce good thing about interactive media usage. The virtual environment is an alternate way of literacy learning that's attractive in educational perspective. Therefore teachers should be able to integrate interactive media into study process to create playful activities especially for young learners, because this innovative method stimulates study process that produces it efficient and modernized (Kuprienė & Žegunienė, 2017; Wyse & Jones, 2008; Winograd, 2015).

English for Math Learning for Young Learners While technology, business and politics interact with other countries becomes a norm, language and culture are key to each successful individual within the new global community. Effective and high-quality education includes cultural and linguistic learning for all students. Research shows that every one students will have the benefit of being bilingual and biliterate in their own language and other languages (Acevedo, et.al., 2012). during this case bilingual educational programs are central to creating that vision a reality (Rodriguez, et.al., 2002).

Bilingual learning for time of life will work well if the training activities packaged for time of life can help develop cultural pride and identity within the new language they're learning within the tongue. it's crucial that teachers have the flexibility to assemble all learning activities carefully, step by step, to build the previous child's knowledge and develop skills and concepts that are integrated into learning materials one in every of which is mathematics (Soderman, Wescott, & Jie, 2007). Young learners begin to develop a mathematical understanding through experiences with various varieties of real objects provided in learning centers further as practical situations (such as beams, pegs, buttons, cooking utensils, etc.).

Provision of learning activities that are able to maximise critical and artistic thinking skills will be facilitated through creative math learning for time of life which will create a cognitive condition and a solid attitude in thinking to unravel the issues faced (Clement 2001). To make this happen it will be important for educators to maximise strategic efforts in education with respect to the coaching and cultivation of noble, gradual and sustainable cultural literacy (Wyse & Jones, 2008; Segal, 2015; Winograd, 2015).

The principle and standard of time of life mathematics learning per NCTM or National Council of Teachers of Mathematics (1991) is that instructional programs from pre-school to grade 2 should enable all students to know the meaning of the operation and the way the operation is interconnected.

Furthermore, expectations for pre-school classes through grade 2 should understand the various meanings of addition and subtraction of integers and the relationships between the 2 operations, understand the consequences of adding integers, and understand situations requiring multiplication and division as grouping objects evenly.

While the aim of counting for babyhood per Department of Education and Culture(2000), the first is for children to think logically and systematically at early age, through observation of concrete objects, pictures or figures around the child's environment. Furthermore, early childhood will have the accuracy, concentration, abstraction and high appreciation and have an understanding of the concept of space and time so as to estimate the possible sequence of a happening that occurred within the vicinity. and therefore the last is that young children are expected to possess creativity and imagination in creating something spontaneously as a variety of their literacy development. Thus, the employment of interactive media integrated in English for Math for young learners will give other alternative for creating fun and exciting learning atmosphere, besides improving and also supporting students' language and literacy with ICT.

The Importance of Interactive Media in English for Math Learning Most of the language teachers seem to agree that the use of visuals can enhance instruction. As they assist teachers to bring the important world into the classroom and to link words and their meanings, they make learning more meaningful and more exciting. Visual aids can also improve students' comprehension of content to beat learning difficulties (Halwani, 2017). in step with Gibbs and Colston (2006), visual literacy is that the key to get information, construct knowledge and build successful educational outcomes because of the rise of the quantity of images within the world. it's important to point that students wake the classroom their own background, that these days is related to images provided by mass media, videogames etc.

Interactive media is one amongst helpful tools within the language classroom that can help teachers to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable them to create learning more concrete, effective, interesting, inspirational, meaningful and vivid to young learners (Zazkis & Liljedahl, 2009). It implies that interactive media material or anything use to help the students see an immediate meaning in the language may benefit the scholars and the teacher by clarifying the message, if the visuals enhance or supplement the language point. These advantages suggest that visuals in interactive media can help make a task or situation more authentic (Canning-Wilson, 1998).

Moreover, interactive media can improve students' motivation and maintain students' attention by adding variety and making the lesson more interesting (Bradshaw, 2003). Persuasion of interactive media tend to be accomplished in children through imagery, which those images and visuals speak on to us within the same way experience does: holistically and emotionally. Young students have little knowledge of the living world and developing conceptions.

Therefore they have more visual information to represent their thoughts (Arif & Hashim, 2009). Interactive learning media ICT tries to accommodate the data obtained at the stage of observation, namely:

1. The material presented in Interactive media includes early childhood education school curriculum that is identification form, function, and how to use the computer for very young learners, recognizing and using application of image processing, also the data in employing a computer properly.
2. This media combines voice, video and images to make the students get easy in understanding.
3. Learning media is interactive so students can communicate and engage with the objects individually or in pairs during this media to support their learning process.
4. Visual appearance also supports students' learning and improves their ability in emergent writing skill.

In addition to ESL game online, there are alternative of using ESL game offline like "Tux Math of Command" ESL game online. The student who plays it just heats the keyboard to answer the item on the screen and heat the 'enter' button to induce the confirmation of the solution given within the style of shooting. Tux of Math Command is extremely fun and exciting for young learners. they'll be happy to try and do it as self-learning or with friends or the companion of the parents. If they get companion so they can get more practices of interaction not only with the object of the media but also with partners (friends or parents) in order that they're going to get more opportunities to boost their communication skills and social skills.

New learning paradigm emphasizes independent learning and putting teachers as facilitators. English for Math integrated with ICT lessons are in need of independent exercises of students, even though they still rely heavily on the teacher as an area to ask. Besides that, teachers are still many do not have a handbook. Teachers rely more self-taught capabilities when providing ICT material. This Interactive Media is anticipated to assist students learn English for Math with ICT independently. Media attempted prepared to accommodate students' literacy and supports the concept of learning that is fun and exciting so that students will feel comfortable, happy, and excited when learning

CONCLUSION

Interactive media can be characterized by mentioning the basic characteristics such as interactivity, communication, free access, divergence, flexibility, attractiveness, multi-formats of data and interactive participation, availability to share and exchange multi-content and multi-format information so as to speak efficiently, to form communities, to discuss published information and to express own personality. Almost each person of contemporary society can become an active user of interactive media. Updated information, various educational activities, different information sources provide users (teachers and students) with evidence that integration of interactive media supports efficiency of foreign language learning and teaching (Kuprienė & Žegunienė, 2017).

Educational games are mentioned as possibility to deepen foreign language skills in additional innovative manner. Thus the study process is also more attractive and students could achieve positive learning outcomes if traditional methods are combined with modern (communicative, situational/natural context-oriented methods, community language learning methods, innovative technologies, and interactive activities).

There is a advantage of giving bilingual learning to kindergarten students because it will develop students' skills in cognitive thinking, mathematical concepts, logic, problem-solving materials, and decision-makers asevidence of literacy development. Because bilingual mathematical learning is acceptable to be applied in Kindergarten through constructivism approach, thus the results of this implementation improve not only student development in Mathematics skills but also communication skills but also communication skills. Thus, interactive media is an alternatEOF mixingthe normal method with the trendy one so on create fun and exciting learning for very young learners sothey're going to be also interested to enhance their self-learning.

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