

## DESIGNING ENGLISH KINESTHETIC SUPPLEMENTARY BOOK FOR MADRASAH ALIYAH STUDENTS GRADE 10

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### Abstract

This study is intended to design English supplementary material based on kinesthetic learning style, using Research and Development (R&D) method. This study carried out 30 subjects of the research, student Social Program grade 10 of Madrasah Aliyah Ma'arif NU Blitar, academic year of 2020/2021. The model of research was adopted from Borg & Gall (2003), which contains several steps; the first was distributing need analysis questionnaire and learning style questionnaire, in order to find the student's target needs and learning needs. The following step was designing supplementary book, then, it was validated by material expert. The next stage was trying out the product to the students. The last step was revision, and conducting last try out. The product from this study is an English complementary book, consist of six chapters. The product is equipped with several physical activities to boost student's learning motivation. The overall activity is encouraging students to be more active during class activities, since they have more suitable learning process as their personal preference. Moreover, the product is also equipped with several assignments. The tasks have to be done individually, paired, and in small group.

**Keywords:** Designing, Kinesthetic, Supplementary Book, Madrasah Aliyah Students.

### INTRODUCTION

Students are very unique. They stand by their own character and mind. Each of them has their special thing that it may different with another student. In learning process, each student has their learning style. Tomlinson (2011) defines that learning styles are the ways that the learner choose to learn. Several students maybe tend to visual learner, another several students tend to easier with auditory learning, and there are also students who like learning by moving. In K13 students, when they attend a formal class, they usually restricted by any kinds of rules. Actually, the course book from the government and/or publisher often emphasize at the teaching method only. Using not suitable English materials causes the intake process and the teachers to have bad effects. Some of students are less inspired to learn English.

According to Klein (2005, p.12), every other minute, young children tend to change their mood and find it extremely difficult to remain still. On the other hand, children are more inspired to do things that appeal to them than adults. Ashworth and Wakefield (2005, p.3) further suggest that all young children are strongly motivated to learn language. Harmer (1985) as quoted in Sosiowati (2003) says that young learners are curious, like finding teacher approval, appear to get very easily bored, and don't like sitting and listening for long. However, their teacher's curiosity and enough notices and appreciation will motivate them to do something. In fact, they need constant changes in activities; and their teacher needs to be involved in something that is constructive and valued. When teachers balance the teaching style with their learning style, students will be more effective.

Learning material is important to develop student's comprehension in learning process. In another word, this is one of the essential things in ELT. Tomlinson (2011) states that material could be anything that is intentionally used to enhance the learner's knowledge and/or experience of the language. Ironically, there were very limited student's textbook related to learning style. Less researcher who conduct in this field, make it so difficult to find any source, book, or even activity guideline for them. Yuliani & Najmiah (2019) argued that teachers didn't teach according to their chosen learning patterns. Students; alternatively, they lecture on the basis of their own academic patterns or instructional styles. The study showed that the spectrum of mismatch between teaching and learning styles would have a significant effect on student's attitudes and enthusiasm towards the subject matter.

Based on the kinesthetic learning style result, Pratama (2019) stated that the best method a kinesthetic learner could use, they would do best in composing answers or paragraphs, role-playing, and testing in their own room. They need to face the test to get it. Knowledge on the page is only important if it sounds practical, genuine and meaningful to them, so they have to do things using their motor sense to get it done.

Besides, according Jamulia (2018) students will learn best in class when they can take part in related activities, students will remember what they learned best when they build something, and students will understand better when the teacher tells the instruction. The last, Amir & Sari (2018) found that developing certain learning media for students who have kinesthetic, auditory and visual learning preference result better in understanding ability.

Throughout facts, this research is important for it can help teachers and students to find the most suitable activity in class and teaching style. In more specifically, this

research was done in a boarding school, where students usually should act extremely polite, and they also don't have bravery to speak up. The result of the questionnaire can open the stake holder's eyes that there is something should be changed. They cannot only focus on the curriculum, target score, but also student's need. So, the learning resources based on student's learning preferences is strongly needed to be developed. It is can be a supplementary material to support the government material, to enhance learner's better leaning experience.

## **LITERATURE REVIEW**

### **1. Curriculum**

Amstrong (1989) stated that curriculum is a master plan for curriculum collection and organization of learning environments for the purpose of improving and developing the actions and perspective of learners.

### **2. Young Learner**

Teaching young learners has been going on for many years in Indonesia. Since age on, the definition of young learners has shifted, as well as the course text. Today's concept for young learners ranges since early pre-school to the current (12 years) elementary school. Moreover, Tufts University's experts have identified four groups of babies: infants (0-2), early childhood (2-6), teenagers (6-13) and teens (13-16). The Scott and Ytreberg, on the other hand, apply to restricting the age of 5 to 11 years as young learners. Two classes were suggested by Slattery and Willis: very young learners (< 7) and young learners (> 7years). Although the experts vary in the definition of young learner's age, the researcher notes that young learners are adolescents aged 13 to 16 (Mubar, 2015).

### **3. Material Development**

Gall, Gall and Borg (2003) describe research and development (R&D) as a development paradigm in which research results are used to create new products and processes that satisfy defined requirements for efficacy, consistency or related specifications through rigorous field studies, assessments and revisions. In this case, the author should consider teaching learning processes and processes as well as output. In addition, Borg and Gall (1983) note that R&D is a method used to produce and test educational outcome.

Any R&D steps have been used to meet the goal of creating additional English Kinesthetic Learning Resources for Grade 10 students of Senior High School. Borg & Gall (1983) deigned systematic steps namely Research and Development (R&D), which the steps are analysis and knowledge collection,

planning, production of preliminary product type, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and distribution and execution Masuhara in Tomlinson (2011) also provides several measures to carry out this form of analysis. This phase include research, setting the objectives, designing syllabus, stating methodology, and conducting assessment.

Nunan (1988) describes the concepts of content creation as follows: (a) Materials should be related to the curriculum that they represent. (b) Materials should have authentic texts and activities. (C) Materials are supposed to promote contact. (d) Materials should be based on the formal elements of the vocabulary. (e) Materials should inspire learners to improve their learning skills. (f) Materials should allow learners to apply their language skills to the real world.

Material for English language learning can be obtained from any kinds of sources, such as games, website, text book, comic, flash cards, etc. Tomlinson (2011) described that material can be instructional (help to inform the learners in practicing the language), experiential (help learners to get essential thing of the applying language), evoking (provoking the students in order to get real experience language) and exploratory (give opportunity for learners to discoveries about the language).

#### **4. Learning Styles**

It can be stated that learning style is a way to do something to get knowledge or skill. Oxford (2003) defines that learning styles are the general approaches, for example global analytic, auditory or visual that students use in acquiring a new language, or in learning any other subject. While according to Witkin (in Nasution; 1982; 194) learning style refer to a student's consistent way of responding to and using stimuli in the context of learning. It means that students always use learning styles to respond and use stimuli when they are learning.

Beside, Tomlinson (2011) argued that learning style is the ways that particular learner prefer to learn. Styles of learning are variable and people often have different preferences in different learning contexts. Furthermore, it can be describe that learning style is a personal tendency how students enjoy and have higher motivation when use their own style.

#### **Visual Learning Style**

The term visual means learning by observing and by printing (Meier, 2000). This style accesses visual sense, which is created or remembered. Color, film, and picture are dominant (DePorter, 1999). According to Sahertian (2004) shows that based on the result of Turkey HSD or Bonferoni test, among the three of learning styles, the most influential over students' achievement is visual learning style. The brain contains various equipments to process some visual information in comparison with other senses.

De Porter (1992) describes some characteristic of visual learners; they include tidy and regular, speaking fast, planning and managing long term well, making something maximal in appearance both in dress and in presentation, well-spelling and being able to see the words in their mind, remembering what they see than they listen to, remembering associatively and visually, usually not disturbed by the crowd, getting problem to remember verbal instruction except written, and often asking for help people to repeat it, fast and diligent reader, and preferring reading to read, requiring view and whole purpose and strategic attitude before mentally feel sure about a problem / project.

### **Auditory Learning Style**

Audio-learning is learning by speaking and hearing (Meier:2000). This style accesses all kinds of sounds and word. Music, tone, rhythm, internal dialogue, and sound are dominant (DePorter:1999:85). Also De Porter (1992:118) describes some characteristic of visual learners, they involve speaking to himself/herself while working, being easy to disturb of the crowd, moving their lips and reading the writing in the book while reading, reading loudly and listening, repeating and imitating the note, rhyme, and timbre, feeling difficult to write but great to tell the story, speaking in a patterned rhyme, usually being fluent speaker, preferring music to art, studying by listening and remembering what they discuss than they see, preferring speaking, discussing, explaining something clearly, having problems with the jobs involving visualization such as cutting parts until it is appropriate with other, being cleverer to spell loudly than write, and preferring joking orally than reading comic.

### **Kinesthetic Learning Style**

Kinesthetic learning, also referred to as tactile learning, is a type of active learning in which students engage dynamically in their curriculum by physical gestures rather than passively consume knowledge through their eyes and ears. Activities that integrate the concepts of kinesthetic learning include coordinated, nuanced, or intense gestures that are more stimulating than conventional learning activities such as keyboard clicking, writing notes, focusing on a math problem, or

taking an exam. It encourages the learning of new information through the activity of the human body, rather than merely watching presentations or listening to lectures (Castree, Kitchin, & Rogers;2013 in Chrisholm & Spencer 2017).

Based on Catree, Kitchin, & Rogers (2013), Kinesthetic learning, often referred to as tactile learning, is an active learning process in which students engage actively in their schooling by physical movements rather than through their eyes and ears passively processing knowledge. Practices that implement kinesthetic learning concepts consist of coordinated, nuanced, or energetic movements that are more challenging than tapping on a keyboard, taking notes, focusing on a math problem, or taking a test than conventional learning practices. This encourages the acquisition of new information by rotating the human body, rather than simply watching presentations or listening to lectures. Kinesthetic learners learn best when they incorporate movements using their large or gross motor muscles (Keys Learning; 1993, in Awang *et al.* 2017)

Moreover, Jamulia (2018) stated that kinesthetic learners enjoy constructive interaction experiences, such as drama, role-playing or moving about. These students benefit best about their experience and from being physically active in the classroom experience. A mixture of stimuli, such as audio tape and movement, allows learners to grasp new content.

Christie (1995) stressed the essentials of playing for the development of child and teen, by pointing out that firstly, it has a good effect, it is relaxing and enjoyable; secondly, it encourages specific values to take precedence in' make believe' activities; and thirdly, it reflects on the game itself, making the means more important than the results. Most kids start playing very naturally, re-enacting (i.e. re-presenting) the important everyday events of their daily lives, and they do so as soon as they say their first sentences.

Chrisholm & Spencer (2013) describes general tips on conducting kinesthetic activities in the class: (a) Simple kinesthetic activity experiment near the beginning of the session. Go on with another activity if students respond positively. Implement another method if apathetically or negatively. Some topics and concepts are easier for kinesthetic activities than other, (b) center to another good pedagogy, kinesthetic or otherwise, in order to reach your goals, (c) Despite being able to spice up boring teaching, kinesthetic activities will have an apparent purpose as well as direct to your learning goals. Use kinesthetic activities correctly and sparingly, (d) kinesthetic activities frequently involve large numbers of students jostling around the space that can seem noisy and challenging to handle if the teacher and student never done the activity before. Try co-teaching with another librarian in a trial run if a new activity sounds overwhelming, (e) every class has its

own complexity, so kinesthetic activities will easily lose their pedagogical emphasis with certain classes, like post-activity conversations with the teacher or in small groups, to help students understand the purpose of the action and bring learning objectives into perspective, (f) evaluate the kinesthetic activities to see how well they fulfill and change your learning goals, and (d) consider always how to adjust the kinesthetic activities so that it can handle students with any kind of restriction.

At the very least, kinesthetic instruction is a lifeline for kinesthetic learners who are sometimes not able to sit still and are seen as disruptive or learning disabled. Allowing these students to become leaders will improve the learning culture of the whole class. (Griss, 2013).

Here are several forms of games that can be implemented to the kinesthetic young learners based on Chrisholm & Spencer (2007). Teacher can make a variation in teaching primary student. Make sure that it is suitable for the student's need and interest.

#### **a. Relay Race**

This is an activity that focusing in team approach that can be used to include students in various areas. Whether it's familiarizing students with resources in library repositories, the relay race concept will bring a friendly, competitive edge, but also a practical edge. The race can be started by splitting students into teams and placing on a table in front of the class stacks of action cards for each squad.

#### **b. Scavenger Hunts**

Within today's digital communication environment, during an information literacy course, students frequently rest inertly on a screen. Teacher can make set up of a scavenger hunt to get the blood flowing and help students know about the ranges of gadgets and writing. Teacher can ask students to locate articles from databases, website's facts, also physical and virtual library.

#### **c. The Indiana Jones**

Indiana Jones, who has toured the globe to find objects, encourages kinesthetic activities to promote testing skills, to allow students to discover physical environments and to manipulate objects. Teachers can set up a thematic show on the subject (or use the special collections or archives in library). For starters, if the class is studying a certain theme, build a hands-on display of conflict-related things, Including books, posters, as well as copies of recent newspaper articles, political cartoons, portraits, pamphlets, and diary excerpts. Arrange outlets over a large area or space with some products on high

shelves and some on low shelves to encourage students to wander around, stoop down, stand up, communicate and connect with each other.

**d. Card Games**

The creation and use of a set of original cards to facilitate an activity can be tactile with individuals or groups to encourage critical thinking. Card games can be played on a wide range of subjects. You should build a deck of quotes, a peer review process, or a knowledge loop, and get students to better organize the items.

**e. Station**

Stations are an easy, active learning method that allows students to switch around and participate in the experiences of their classmates. You'll need flip charts, whiteboards, or other writing surfaces placed around the classroom in different places. Post questions, suggestions, or remarks on class issues at each stop. Give people or small groups to read and comment on what has been written by others and submit responses. For example, post multiple research questions and have students identify keywords; additional or alternative keywords can be brainstormed by subsequent groups. Questions could check research skills like "Combining keywords with AND narrows the search results: True or False," and students vote for the correct answer. Stations offer a simple knowledge and skills assessment.

**5. Need Analysis**

In terms of need analysis, the study should address the identification of communicative needs arising from an analysis of contact in the target situation. (Chambers 1980; Basturkmen; 2010, as cited in Purnamasari; 2017). Moreover, Richards (2001:52) points out a variety of arguments for an overview of needs before beginning a course for a group of learners.

- 1) To figure out what language skills a learner needs in order to play a certain task.
- 2) To better assess whether a current course meets the interests of future students in an acceptable manner.
- 3) To assess which students in a group are more in need of instruction, in specific language skills.
- 4) Identifying the difference between what students are able to do and what they need to be able to do.
- 5) To gain knowledge about a certain issue that learners are facing.

Hutchinson and Waters (1987: 54) define needs as the need to recognize and produce linguistic features in two categories: objective needs and learning needs. The target needs are what expertise and skills the learner would need in

order to be able to function properly in the target situation. The study of the target requirements is divided into three points of need, lack and desire.

- 1) The needs are specified as the form of needs dictated by the requirements of the target situation.
- 2) There is a difference between what the learners already know and what the learners do not know.
- 3) Wants are what the learners expect from the language field they wish to master.

Needs analysis is really essential to be carried out at the outset prior to the creation of English Kinesthetic Additional Book Materials, since the academic needs of students are driving the production of suitable English learning materials.

## 6. Supplementary Materials

Tomlinson (2011) defines supplementary material is planned to be used in addition to the main materials of the course. They are generally related to the development of the skills of reading, writing, listening or communicating rather than mastering the language, but can contain dictionaries, grammar books and workbooks.

In addition, Brown (1994) argued that English teachers should add materials to inspire students in the learning process. Moreover, enthusiasm is one of the main variables in the learning process. Additional resources may include any instructional content for teacher use and/or student collection that enhances the motivation of learners in teaching and learning processes and promotes curricula.

## RESEARCH METHOD

### Design of Research

This research use model of Research and Development (R & D), and the cycle is as follows:

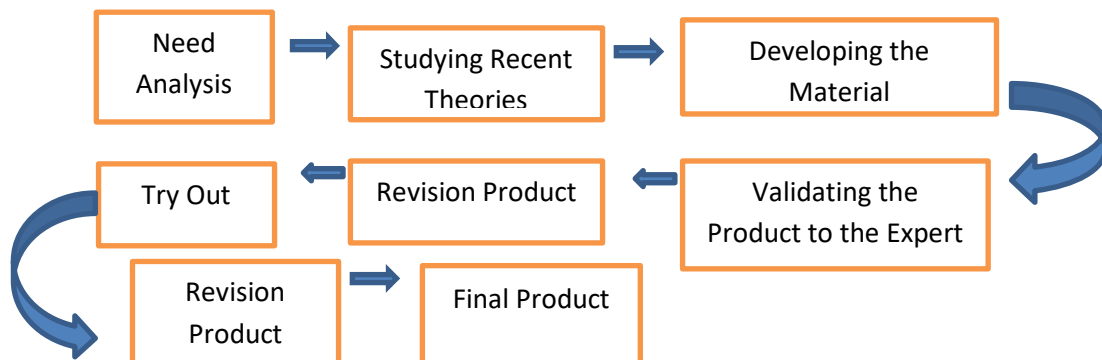


Figure 1, the steps of development, adapted from Borg & Gall (2003)

This stage includes the procedure of product development. Many phases in this process, such as designing learning framework and mapping, planning whole materials include the student's worksheet, and designing the presentation of the textbook. The first step of the writer will be to develop the syllabus and teaching scenario designed specifically for senior high school grade 10. The syllabus included selected subjects, basic skills, learning activity, process, and media. In the development of material, the author selected kinesthetic material from the internet and related source.

Furthermore, the author selects the content, and it was then created by incorporating both appropriate and reasonable materials using kinesthetic practices. The selection material is based the need analysis that most of the students really welcome about the material. Next step is designing product display with interesting design and also colorful, altogether with student worksheet and answer key.

### **Try Out**

The researcher conducted the designing product in as aimed to verify the utility and acceptability of the product produced. This course book has been checked in the classroom where social program students take place. A questionnaire consisting of four aspects was distributed by the writer. The parameters that can be graded into 2 divisions are specific in each aspect; agree and disagree.

### **Types of Data**

The data is obtained in two versions, the first is qualitative and the second is quantitative. The qualitative is from the interview with the English teacher, and the quantitative is from the result of questionnaire.

### **Instrumental**

In this research, the researcher used questionnaire as the instrument of need analysis for students, as well as interview as instrument given to the teacher of MA Ma'arif NU Blitar.

In this study, questionnaire is implemented to collect the data. Questionnaires are applied in the study of needs, and in the production of learning resources. The learning personality needs and learning needs of the learners have been met by need research.

The author gives the questionnaire in the beginning of meeting. The questionnaires consist of three sections. Each of them consist of ten statements, the

first section is about visual, the second section is about auditory, and last is about kinesthetic.

### **Data Analyzing Technique**

The writer analyzes the result of questionnaire by sum up of the score of each section. The analysis contains three preferences, 1 refers to 'never', 2 refer to 'sometimes', 3 refer to 'often'. The questionnaire consist of thirty statements, divided into three sections, each section consist of ten statements. The students are requested to fill all of questionnaire, then, the highest result each one of those sections will be the result of their learning preference.

From the questionnaire, the researcher got the result as follows. From 30 participants, 14 students (46.7%) have kinesthetic learning style preference, 12 students (40%) have visual learning style preference, and 4 students (13.3%) have auditory learning style preference.

## **FINDING & DISCUSION**

### **Result of Need Analysis**

The analysis was carried out to gather valuable information in the field of education. The need analysis obtained through two techniques, questionnaire and interview. Questionnaire was made to students of Madrasah Aliyah Ma'arif NU Blitar grade 10 of Social program. The need analysis was carried out via a questionnaire that was circulated to 30 students. The first questionnaire was about supplementary book, and the second questionnaire was about learning styles. The writer also conducted an interview with the English teacher, about learning styles.

The need analysis that conducted previously comes with several conclusions; first, the students need supplementary material to complement the primary material. Secondly, the students prefer to kinesthetic learning style than their common learning activity. Thirdly, the teacher needs a course book that can be supplementary with government book, in order to help her to teach more variously with kinesthetic learning style.

### **Result of Material Development**

As the needs review generated some useful evidence on what would be included in the instructional materials, the researcher concluded the requirements to be used in the course book, based on kinesthetic learning skills. Criteria include texts related to senior high school students, various activities, related to kinesthetic activity, mind mapping, and workbook.

The activity equipped in the book is mostly about kinesthetic activities, like scavenger hunt, relay race, station, and card games. Those activities can be used for stimuli in increasing student's learning best performance.

### **Result of Expert Validation**

The following step was expert validation. Before the product of this research was tried out to the students, the product was validated to the expert. The purpose of this step was to make sure that the product is good enough to be implemented to students.

As subject professional standards, there are many parameters. The criterion is that he must have an equivalent degree related to the Master's degree in English Education (S2). The next step is to apply the revised version of the validator. The feedback provided is used to receive content or, if necessary, certain procedures to make supplementary teaching materials ready for use in class. A trial was conducted to assess the suitability of the student's needs and the attractiveness of the revised material. These materials show how effective they are in the classroom. Observations are therefore essential to see how the material is appropriate in learner. During the observations, there must be an ongoing process, and there must still be a re-examination. Based on the result given by the expert validator, it shows that the product get average score "2", which means "good"

### **Result of First Try Out**

The result of the first try out based on the questionnaire, 29 students (100%) agree that the themes presented are according to the themes learned in grade 10. 20 students (68.96%) agree if the language of instruction is easy to understand, and 17 (58.62%) students agree that material is easy to understand. 22 students (75.86%) agree the contents of the material provide broader insights about English lessons.

Moreover, 19 students (65.51%) agree if the book has attractive material design. 17 students (58.62%) agree if the material is arranged well. 17 students (60.7%) agreed that the material is interesting 16 students (55.17%) agree that the exercises are easy to do. 21 students (72.41%) agree that the book has fun exercises to do, and 20 students (68.96%) agree if they are more eager to learn English with kinesthetic learning styles.

### **Result of Second Try Out**

The second try out was done by virtual class. The researcher joins to the student's WhatsApp group. In this try out, only 28 students can attend the class, because 1 of them doesn't have WA, and another one was sick. But overall, the activity can be done smoothly. The result of the second try out based on the questionnaire, are 28 (100%) students agree that the themes presented are according to the themes learned in grade 10. 21 students (75%) agree if the language of instruction is easy to understand, and 20 (71.42) students agree that material is easy to understand. 26 students (92.85) agree the contents of the material provide broader insights about English lessons.

Besides, 24 (85.71%) students agree if the book has attractive material design. 21 students (75%) agree if the material is arranged well. 19 students (67.85%) students agreed that the material is interesting. 23 (82.14%) students agree that the exercises are easy to do. 23 students (82.14%) agree that the book has fun exercises to do, and 25 students (89.28) agree if they are more eager to learn English with kinesthetic learning styles.

Based on the result, it clearly shows that there is a significant progress of questionnaire score between try out 1 and try out 2.

### **Result of Final Product**

The final stage of this research and development is an English kinesthetic supplementary book for Madrasah Aliyah students grade 10. The book contains six chapters, suitable with KI-KD 2013 curriculum. The final product has been through several steps; need analysis questionnaire, learning style questionnaire, planning, designing first draft, asking expert validation, conducting try out 1, doing revision 1, conducting try out 2, doing revision 2, and the final product.

In term of achievement, the author only holds data from questionnaire about the content of book. As described previously, due to Covid 19 outbreaks, the author can't conduct any face to face learning activities in the classroom. This condition is actually difficult to measure the student's achievement by online class. Moreover, the teacher also didn't allow the researcher to make specific class only consist of kinesthetic students. So, the only option is only conducting online class with whole member of the class. This is why the researcher decides to only give the students several questionnaires instead of measuring achievement.

### **CONCLUSION**

We simply encourage various stages of self-discovery and self-expression by taking pupils out of their seats. And by allowing students to perceive the program

through their bodies, they encourage them to build deeper emotional, behavioral and kinesthetic links with academic subject matter. Kinesthetic activity can be the ultimate form of active learning, from improved learning outcomes to maintaining the interest of students by incorporating an element of fun. Few elements are more appealing for students to put lessons in motion, and build a positive environment in the classroom for both teachers and learners.

From several stages, it the researcher concludes that students of Madrasah Aliyah Ma'arif NU Blitar need an English supplementary book for supporting their learning better experience. The book should consist of several activities related to kinesthetic activities. English kinesthetic supplementary book should be designed with brief instruction, detail example, and interesting activities (it can be body movements, learning media, or pictures).

## **RECOMMENDATION**

The end result of this work is the English supplementary material for Grade 10 in Madrasah Aliyah (MA). The findings of this work are aimed to support the English teacher at Madrasah Aliyah and another same level education, as well as other materials producers.

For teacher, the author's recommendation is about applying students learning preference book in the class activity. Depends on the findings of the need analysis, pupils choose kinesthetic learning styles that is relevant to their personal style. It is recommended to include a supplementary material beside national curriculum book, to help them more understand. It may be more challenging, since the teachers have to prepare more material to embrace student's need.

For students, this kinesthetic supplementary book can be the additional material for better learning experience. Author's recommendation is about using this book properly. Students can improve the activities inside the book with their encounter, but still, teacher assistance is needed to avoid misconception.

For future researcher, this result of research and the product of supplementary material can be a reference for future research and development.

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