

DESIGNING AN INTERESTFUL POCKET BOOK AS SUPPLEMENTARY MATERIAL IN TEACHING WRITING SHORT MESSAGE

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Abstract

This research was conducted to design a teaching material needed by the teacher and students in writing a short message. This research was conducted on the eighth-grade students of SMP Mujahidin Pontianak. The method of this research was development research which consists of four phases, namely analysis, design, develop, and implement. This material was designed as supplementary material to support students' writing ability in writing a short message. It was aimed to fulfill the students need about short message materials which did not exist in the textbook used by the teacher. The respondents in this research were the eighth-grade students and an English teacher at SMP Mujahidin Pontianak. In this research, the researcher found that Interesful PocketBook can support students' writing ability in writing a short message. It can be seen from the result of implementation phase when the researcher tried out the product to see the usability of the Interesful Pocket Book. The result of the questionnaire in implement phase is 91.45 %, it showed that the Interesful Pocket Book is usable to be used by students as the supplementary material in writing a short message.

Keywords: *Interesful Pocket Book, Short Message, Development Research*

Language is an important tool to communicate. People need to communicate in doing daily activities and making an interaction with other people in life. To communicate means to understand, to express many ideas, and also to connect speakers and listeners or writers and readers. English is one of many languages used to communicate around the world.

Writing is one of the four language skills besides listening, speaking, and reading that should be taught in junior high school based on Kurikulum KTSP. According to (Harmer, 2004) writing is a way to produce language and express an idea, feeling, and opinion. It was in line with (Harsyaf & et al, Teaching Writing, 2009) they stated that writing is transforming thoughts into language. It means that we need to think about the content of our writing first and then arrange the ideas

using appropriate language (e.g. grammar and vocabulary). Writing is a difficult skill to master because it is a productive skill. This thing might be caused by writing the text can be more difficult if they don't know about the grammar, generic structure and lack of vocabulary. Therefore it is very important for them to learn a good material.

Eighth-grade students of junior high school learn any type of text. The short functional text is one of the texts they learned. According to (Cameron & et al, 2013), the functional text is a text which has the purpose to give the reader specific information or to help the reader performs a day-to-day task. (Humphries, 2005) adds that besides providing information about real-world tasks or situations, the word functional means usable. It implies that functional text is generally a text used for a specific purpose.

In writing a short message, the writer should master the structure of the text in order to make a good text. In this case, the writer actually requires a good book which provided with complete and detailed information or material for the writer to learn, therefore the writer can learn well. Related to the types of short functional text used in the product of this research, the researcher only focused on the short message which is text message according to the syllabus of eighth-grade student of the junior high school.

Teaching English using Multimedia technology is a topic that frequently heard and discussed among educational technology today. One of the ideas is teaching writing using multimedia technology. Today, the role of technology in education has great importance because of the use of information and communication among society. According to (Kinshuk & et al, 2013) educational technology defined as the use of various sorts of technologies to facilitate educational processes. In globalization and information technology era, mobile phone becomes our primary needs and for some reason, we can't live without it because it is our social communication device. There are many ways to communicate using mobile phone, but there is one way that we are always using and it has a vital role in our communication, short message service (SMS). It is very important for students to learn the importance, purposes, functions, and structures of short message service so they can communicate well. It is a great chance for the teachers to utilize the technology to create writing material to make students interesting and easy to learn.

There are many textbooks used by different school and different curriculum such as English in Focus KTSP, Scaffolding Grade VIII KTSP, Contextual Teaching and Learning Grade 8 KTSP, and When English Rings a Bell K13. All of the textbooks from KTSP curriculum doesn't provide short message service in short functional text, it is only available in K13 curriculum textbook. Short message in K13 is to teach the student how to write a short message service (SMS),

and short message learning material in KTSP is not short message service (SMS) but a memo in a small paper that we don't use anymore. Most of the junior high school in Pontianak using KTSP curriculum-based learning and the researcher aware about this.

For helping the students to solve their problem in learning, the teacher should be more creative to design the material to attract the students. In this research, the researcher tried to make a pocketbook to help the students due to the lack of materials in the textbook used by the teacher. According to (Howard, 2016), pocketbook is a little book come in many shapes and sizes but are generally smaller than books at 4-48 pages or so, with paper covers, and simple saddle-stitched binding. A typical booklet style is a stack of 2 or more sheets of letter size paper, folded in half. The number of pages is always divisible by 4, such as 4 pages, 8 pages, 12 pages, etc. In this study, the size of the pocketbook that will be made is 12x9 cm. The contents of the pocketbook include images, structure text of the short message, description, and exercise. Pocketbook media will be printed using Art Paper for the page contents and Double Side Glossy paper for the cover. Contents page will be printed with full-color display that looks interesting to see and read. (Sulistiyani & et al, 2013) also added the benefits of pocketbook in the learning process : (1) With pocketbook, the delivery of the material can be standardized; (2) With pocketbook, the learning process becomes more clear, fun and interesting because of the attractive design and colorful; (3) Efficient in time and energy. Pocketbook is printed with a small size in order students can carry it easily and take advantage anytime and anywhere; (4) The clear and concise material writing on the pocketbook can improve the quality of learning outcomes of students; (5) Pocketbook designed to be interesting, full color and can foster a positive attitude toward the material and students' learning process. Besides the benefits for learners, pocketbook is also useful for educators/teachers. (Sulistiyani & et al, 2013) stated other advantages in addition

to those described above, the pocketbook can co-exist with other media, pocketbook can be used by all circle, user does not need special equipment to use, can be used in any circumstances, easy and practical to use. The disadvantage is only hard to use in low light environment.

In this research, the researcher tried to design a pocketbook named “**Interesting Pocket Book**” book as supplementary material in teaching writing short message. Interesting and meaningful or Interesting in this research refers to a tool or a means of teaching material that design specifically and attractively to achieve competence/sub competence expected subjects based on students need. Interest increasing students’ learning. Promoting interest in the classroom increases students’ intrinsic motivation to learn and the number of learning strategies they use to do so. Situational interest is spontaneous, transitory, and environmentally activated, whereas personal interest is less spontaneous, of enduring personal value, and activated internally. Situational interest often precedes and facilitates the development of personal interest. Situational interest appears to be especially important in catching students’ attention, whereas personal interest may be more important in holding it (Schraw & et al, 2001). Meanwhile, Meaningful learning refers to the concept that the learned knowledge is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts. Students are more likely to pay attention and be excited about teachers’ course when they view the class as relevant to themselves and connected to their interests.

The researcher has investigated by doing interview and observation with the teacher of SMP Mujahidin Pontianak (KTSP curriculum-based school). It is useful to add a supplementary material which is short message service (SMS) after the students have learned short message memo to enrich their knowledge. In this research, Interesting Pocket Book will be chosen as supplementary material to support students writing ability in writing a short message.

According to (Tomlinson, 2011) supplementary material is materials designed to be used in addition to the core materials of a course. They are usually related to the development of the skills of reading, writing, listening or speaking rather than to the learning of language items, but also include dictionaries, grammar books, and workbooks.

By having these explanations, the researcher believes that using Interesting pocketbook for teaching writing short message helped students in writing. Moreover, using pocketbook in short message for teaching writing is never used in this school. The researcher applied a method which is called development research in order to develop writing materials for the junior high school students. This research was conducted on the second semester of the eighth-grade students of SMP Mujahidin Pontianak academic year 2016/2017.

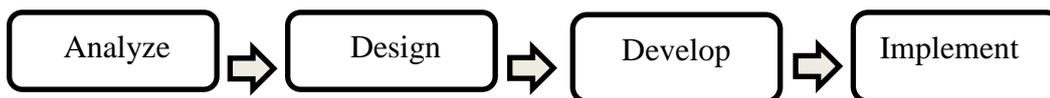
Previously, there have been a number of studies on materials development for Indonesian learners. The first research was studied by (Noviaty, Ikhsanudin, & Rosnija, 2017). Her title is Designing a Comic Strip Based on Kalimantan Barat Folklore to Support Teaching Reading. The second research was studied by (Puspita, Ikhsanudin, & Sada, 2017). Her title is Developing a Supplementary Material on Vocabulary Development for Year-7 of Junior High School. The third research was done by (Mulyono, Ikhsanudin, & Salam, 2016). His title is Designing English and Science Game in Android as Teaching Material to Support CLIL Approach. There are also some studies from overseas on designing materials development for learning. The first research was conducted by (Viswanathan, 2013). Her title is Designing Learning Materials for Students - A Gateway to Teacher Development. The second research was done by (Selvarani & et al, 2013). Their title is Technology to support English Language. As for the similarity of the study of the researcher and from the study above is that the aim of all the research is to design and develop a learning material for the English

study subject students. And all of the studies above has gained positive results.

METHOD

Considering the purposes of the research and the nature of the problems, this research used Development Research. The purpose of Development Research is to develop new or

improved interventions or strategies to achieve well-specified learning goals or objectives. In this research, the researcher will use ADDIE Model to create an Interestful Pocketbook for teaching writing short message. ADDIE is an acronym for *Analyze, Design, Develop, Implement, and Evaluate*.



Scheme 1. The Procedure of the Research

The object of this research is an Interestful Pocket Book. The purpose of conducting this research is to design the Interestful Pocket Book for supporting teaching writing short message. This pocketbook is used to support teacher’s teaching material and help the students to enrich their knowledge about the short message. The participants of this research were eighth-grade students and English teacher of SMP Mujahidin Pontianak academic years 2016/2017.

In conducting this research, the researcher used observation, interview, and questionnaire. Observation and interview were used in the analysis phase to get the

information about the problems of the teacher, students’ condition, the situation in the classroom and the facilities for teaching and learning in writing class especially in writing short message. Meanwhile, the questionnaire was used in implementation phase to find out students’ and teacher’s perspective while demonstrating and conducting students’ self-practice in using the pocketbook.

The questionnaire data than was analyzed by rating scale. Adapted from Harry Walker’s instrument (2013). The scale was calculated by this formula:

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of catagories}} \times 100$$

P = Percentage

Then the result will be converted into interpretation based on the percentage range.

Table 1. Guideline for Interpretation

Percentage (%)	Interpretation
0 – 25	Bad (revise)
26 – 50	Poor (revise)
51 – 75	Quite decent
76 – 100	Usable

The researcher also interviewed some students and the English teacher using interview guideline. It was conducted in

order to gain their perception about their experience directly after using Interestful Pocket Book. The result of questionnaire

became a consideration in revising *Interesful Pocket Book*. It also would help the researcher to figure out whether the *Interesful Pocket Book* is usable or not.

FINDING AND DISCUSSION

Analyzing Phase

In the analysis phase, the researcher analyzes the students and teacher condition in order to find problem and way to solve it. The analysis of the learning condition is needed related to the product that will be designed to solve the student's problem. The analysis includes the condition of the student, teacher, and English textbook. It includes the facilities and materials.

The Analysis of English Teacher's Condition.

The teacher is 33-years-old female and the only English teacher at SMP Mujahidin Pontianak. Based on the interview, short message is one of short functional text that taught in KTSP curriculum exactly in second semester of eighth grade. In teaching short message, the teacher usually teaches all of the language skills, including writing skill. During the interview, the teacher described her problems in teaching writing on short message which mostly on the students' vocabulary mastery. In writing, for example, due to the unfamiliar and new vocabularies, the students find it difficult to write a short message and arrange the words into sentences. Besides vocabulary mastery, the teacher described that grammar is also a problem for the students.

The material in the textbook also become a problem because the example only about memo. As we know that today students does not use memo anymore, they commonly use short message in mobile phone. Due to these problems, the teacher felt that she needs to improve her teaching and choose the suitable teaching materials based on the students' interests in learning English.

From the observation, there were some problems in the teaching-learning process. Firstly, the students were lack of interaction with the teacher. Only a few of the students that active in the classroom. In this observation, it was found that the teacher use

lecture method in teaching and learning process. It made the students difficult to understand the materials. Besides that, the students also did not focus on teacher explanation. They were busy doing other things that did not have a correlation with the lesson. Many students seemed not interested and then distracted their focus in the learning process.

Analysis of Students Condition.

This research is conducted for eighth-grade students on the second semester at SMP Mujahidin Pontianak. There were 30 students in this class. The learning process started at 06.45 a.m and end at 12.10 p.m. The students' average ages were around 12-15 years old.

From the classroom observation, there were some problems with the students. Firstly, most of the students did not give good responses in learning. Some students active in the classroom but not using English. The students liked to run around the class, disturbed each other, and chatted with friends all the time. The students seemed did not interested in the lesson. Secondly, the students were lack of ability in writing the text. Most of the students wrote the sentences using Indonesian pattern. It made confused and misunderstanding of the text that they wrote. Thirdly, there were just some students who bring the dictionary in the classroom. The use of dictionary is very important to help the students in looking for the meaning of the words that they do not know.

The good thing is the students were familiar with using mobile phone. From the interview with the students, they confessed that they use it for sending a message, play games, and open the social media (Facebook, Instagram, BBM, Twitter, etc.). The students thought that learning using multimedia can improve their motivation to learn because it is fun and interesting. The students said that they never write or send short message in English. But, the students confessed their curiosities writing short message in English because they want to be able to communicate with their friends from another country. They also felt happy and cool if they can

communicate through sending short message in English.

Analysis of English Textbook

The researcher has interviewed the teacher to get the information about the syllabus and book which used in teaching and learning process. The curriculum that used in this school was school-based curriculum or called KTSP, the researcher also found the standard competence from syllabus in writing. The textbook that used in the classroom is "English on sky 2" which was published by Erlangga. The book was arranged by Mukarto, Sujatmiko, Josephine S.M. and Widya Kiswara. The teacher also used exercise book from CV Teguh Karya entitled Cerah by Erni Riyanti.

Based on the observation, The textbook only explains the definition and function of short message. There were no examples of real short messages. There is no explanation about language feature and generic structure. The examples in the textbook are more like memo that written on the piece of paper. From the English teacher's opinion, she feels that the materials about short message should be developed. The students need new material to make them easy to understand in interesting and fun way.

Conclusion of the Analysis

Based on the problems that were found, The teacher needs a media to make students interesting, motivate and support their skill in writing. The researcher provided an innovation by designing a teaching material named *Interesful Pocket Book* for teaching writing on short message. It is a complete learning package about short message. The *Interesful Pocket Book* consisted of materials, examples, and exercises for learning short message. It designed to improve students ability and help the teachers in teaching and learning process on short message. The teacher can teach the students using *Interesful Pocket Book* because it will make them interested and attracted in teaching and learning process.

The Design of Pocketbook

The next process of conducting this research was designing the product. The purposes of designing *Interesful PocketBook* are to provide a help for the teacher in teaching writing on short message text by using a teaching material based on authentic content, provide the students an interesting and eye-catching material for learning short message and provide a teaching or supplementary material that contains some information on how to write a good short message which is not available in the textbook used by the teacher.

In using *Interesful pocketbook*, the activities are more student-centered where the teacher provides the materials or topics for the students to choose. The students work in a small group and do the reading by interpreting and analyzing the information contained in *Interesful pocketbook*.

In this phase, the researcher design concept of the material that will be developed. The researcher has to decide what topic and what parts that would be applied in the pocketbook. After deciding the topic and parts of the pocketbook, the researcher collected some material from the book and internet. The materials must collect all the software for making a pocketbook, some pictures, some materials about short message and some papers as media to print out the product.

The researcher decided to use planning to do as a topic in this pocketbook because it appropriates with the syllabus and curriculum for eighth-grade students in the second semester of SMP Mujahidin Pontianak. There are two parts of pocketbook namely introduction and main content. In introduction there are four parts such as cover, preface, table of contents and manual. Meanwhile, in main content, there are eleven parts such as the definition of short message, communicative purpose, two crucial reasons, generic structure, language features, common abbreviations in SMS, examples, exercise, bibliography, and glossarium.

The Development of Interesting Pocketbook

In this phase, the researcher developed the materials that had been gathered into the pocketbook. The pocketbook was made based on students' needs in analysis phase because the information about students had been known from the interview and observation.

In developing the construct of Interesting pocketbook, the researcher needed to construct the layout designs for his product, such as the size of paper, pictures, shapes, fonts, and colors. The layout designs were done by the researcher in developing the construct of Interesting pocketbook in order to make the product to be more interesting, colorful, and eye-catching to be read.



Picture 1. Cover

The implementation of Interesting Pocketbook

In the implementation phase, the researcher describes the way and the situation in the implementation of the Interesting pocketbook. How the way to use the Interesting pocketbook in learning, how the students' and teacher' perspective toward the Interesting pocketbook, is there any error of the pocketbook during the implementation, and do the student face any difficulties in using the pocketbook are being a consideration to revise the error from the product. The researchers do the implement phase two times, the first implementation aims to make sure the product is ready to use,

First, the researcher needed to design a cover for Interesting pocketbook which should be attractive and get the students' attention in reading the product. Furthermore, in designing the cover, the researcher needed to represent the identity of the product which includes the title of the product, the logo of Tanjungpura University, and the researcher's name who designed the product. The cover can be seen in picture 1 below. The researcher also put table of content in order to ease the students in searching the pages that they want to read. The table of content is provided in picture 2 below.

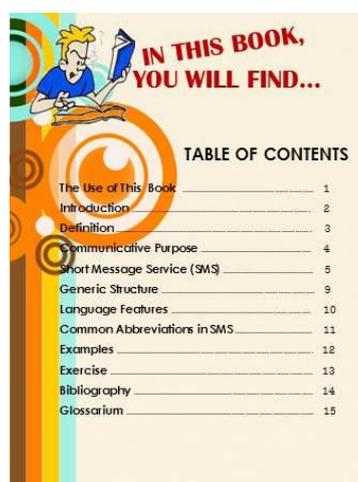


TABLE OF CONTENTS	
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Communicative Purpose	4
Short Message Service (SMS)	5
Generic Structure	9
Language Features	10
Common Abbreviations in SMS	11
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Glossarium	15

Picture 2. Table of Contents

the second implementation aims to describe the situation in try out the product to the students directly.

In the first implementation, the researcher asked English teacher in SMP Mujahidin Pontianak to review the Interesting pocketbook. The purpose of this implementation is to make sure the product is ready to use before implementing it to the students. The researcher asked some suggestion from the respondent whether there is something wrong or error from the product by using review sheet after the respondent tried out the product.

In the second implementation, the researcher wants to describe the situation in

try out the product to the students directly. The researcher held the second implementation phase directly by trying out the product to the eighth-grade students at SMP Mujahidin Pontianak in academic year 2016/2017 in KTSP curriculum. The number of students in this classroom is 30 students. In this implementation, the researcher tried out the product outside of the classroom because the *Interesful* pocketbook was designed as supplementary material. The researcher asked the students to go to the library and tried to use the product. After the students read the *Interesful* pocketbook, the students did the exercise in the pocketbook by sending

In this implementation, the researcher uses observation table to see the shortcoming from the pocketbook and the student's

condition while they use the pocketbook. The researcher interview some students to know students perception about the pocketbook whether the pocketbook is appropriate for their level or not. The researcher also wants to know about the utility of pocketbook in helping their learning in writing a short message. From the observation, the students look enthusiastic and motivate in using the pocketbook. They said that they more interested in learning and it is a new material that let them learn in fun way.

The researcher also delivered a questionnaire to gain the students' and teacher' perspective after the implementation. The questions in the questionnaire divided into some category such as contents, aspects of language, display, and design.

Table 2. The result of Questionnaire from the students

No	Aspect	Score	Item	Total of Respondent	Max Score/ Item	Average Score	Category
1	Contents	2800	4	30	1	93.3	Usable
2	Aspects of Language	2650	2	30	1	88.3	Usable
3	Display	2600	1	30	1	86.6	Usable
4	Design	2780	5	30	1	92.6	Usable
Average Score						91.45	Usable

The table above is the result from questionnaire given to the students. The data was formulated into number to make the researcher easier categorize each section. The average score in contents section is 93.3 that categorized as usable. The aspect of language was scored 88.3 which means as usable. The display of the product was scored 86.6. It means in the category usable. The design of the product was scored 92.6 which means as usable. So, overall students perspective about the module is usable with average score from 12 items from 4 section is 91.45.

Research Discussion

The researcher developed the *Interesful* pocketbook in this research because of the learning problem in eighth-grade students of SMP Mujahidin Pontianak. The learning problems are the limited time of learning, the monotone leaning process that causes students uninterested in learning, lack of ability in writing a short message and unavailable material about short message in the textbook used by the teacher. As the result, researcher provided a solution for that problem that is the use of *Interesful* pocketbook as a supplementary material in

learning short message for students. The method of this research is development research. The process of development of this research consists of several phases; they are analysis phase, design phase, development phase, and implementation phase.

In the analysis phase, some of the learning problems were gathered by observation and interview with an English teacher. The result of the analysis phase is the analysis of the learning problem as the basis to design a solution of the learning. The design phase determined the elements of the material in the learning that are the objectives of the pocketbook, the material with curriculum connection, the roles of the learner, the role of the teacher, and the role of the material.

In the development phase, the researcher developed the model of the pocketbook. Microsoft PowerPoint Presentation was the application that is used to make the pocketbook. The researcher used PowerPoint Presentation application because it is easy to use and widely available. The pocketbook was made based on students' needs in analysis phase because the information about students had been known from the interview and observation.

In the implementation phase, the researcher used observation sheet and questionnaire in collecting the data. The specific goal of this implementation is to test whether the module is usable or not. The researcher found that the students are interesting with the material and they can use it independently. The result from implementation II to the students, there is some aspect need to revise such as the instruction should be clearer and some technical error in the pocketbook activity. Those aspects become a consideration in revising the module in order to improve the quality of the product. The result from questionnaire showed very good response from the students and the teacher toward the *Interesful* pocketbook.

In summary, the questionnaire which based on the criterion from the questionnaire that *Interesful* pocketbook categorizes as

usable to be used by eighth-grade students. The average score from the questionnaire for the students is 91,45%. It is categorized as usable. It can be concluded that *Interesful* pocketbook is used as a supplementary material for the students in writing short message.

CONCLUSION AND SUGGESTION

Conclusion

Interesful pocketbook was designed as teaching materials in formal and informal learning. The examples in the *Interesful* pocketbook were expected to be able to fulfill the students and the teacher needs in learning the topic. Moreover, the *Interesful* pocketbook was designed to enhance the students' motivation and interest in learning the topic. Using *Interesful* pocketbook helps the teacher to enrich his/her teaching materials regarding teaching short message.

In this pocketbook, the learner role is as an individual learner. They can choose which part they want to learn. They have to follow the instruction in every step of activities in the pocketbook in order to finish learn the pocketbook. The role of the teacher is as the facilitator. The role of instructional material here is as supplementary material to support students writing ability in writing a short message through the activities in the pocketbook.

The model of *Interesful* pocketbook is learning pack which consisted of two parts of module namely introduction and main content. In the introduction, there are four parts such as cover, preface, table of contents and manual. Meanwhile, in the main content, there are eleven parts such as the definition of short message, communicative purpose, two crucial reasons, generic structure, language features, common abbreviations in SMS, examples, exercise, bibliography, and glossarium. Each part contained materials which supported the lesson that is describing places as the main topic of the lesson.

Suggestions

In the learning process, it is suggested that by using media the *Interest* pocketbook

the students should have enough motivation to follow learning process in the classroom. They have to feel relax and fun, it helps them easier to understand the material. In designing the Interesful pocketbook, it is suggested that the researcher should be known to operate Microsoft PowerPoint Presentation and other software to create more interesting and attractive application. It is suggested that the researcher should have to make the scheme of the Interesful pocketbook in order to ease the concept of the Interesful pocketbook.

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