

The Student Comprehension of Japanese Collocations in The Book of Nihongo Kira Kira 3 on 12th Grade Students of Japanese Language Cross-Major A Class of SMAN 1 Batu

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Abstract. This research uses a qualitative descriptive method with a word pairing test instrument in the book Nihongo Kira Kira 3. Then, the instrument was tested on students of Japanese Language Cross Interest A class XII SMA Negeri 1 Batu. The research data shows that students' understanding of Japanese word sanding in Nihongo Kira Kira 3 book is in the "Good" category with the highest percentage of 84% in question numbers 1,2,3,4,6,9, and 14. Then, in question number 12 with a percentage of 80%, as well as in numbers 8 and 13 with a percentage of 77%. The questions that are sufficiently mastered by students are in question number 7 with a percentage of 71%, then numbers 10 and 11 with a percentage of 74%, and finally the question that is less mastered by students is question number 5 with a percentage of 58%.

Keywords: Comprehension, Collocation, Japanese Language

1 Introduction

In an effort to create quality human resources, education has a very important role. Which discusses the national education system, defines education as a conscious and planned effort to create an atmosphere and learning process that makes students active to develop their potential in terms of religion, personality self-control, and others that will be useful for society, nation, and state [1]. Because of this, education is needed in order to create a smart, creative and moral society. Education in Indonesia today has improved a lot. This can be seen from several foreign languages studied in Indonesia, one of which is Japanese.

Based on a survey conducted by the Japan Foundation in 2017, Indonesia is the second country of all countries that study Japanese in both formal and informal learning after China [2]. Through this survey, it can be concluded that the interest in learning Japanese in Indonesia is so great that Japanese has become one of the foreign languages included in learning in Senior High Schools (SMA). Japanese language learning in Indonesian high schools includes learning vocabulary, grammar, conversation, composing, and others. In learning Japanese in Indonesian high schools, students are required to understand some vocabulary that is different from their first language (B1).

Language learning refers to the conscious process of mastering a second language. Based on the explanation put forward by Littlewood, it can be seen that a person can master a language if he is able to follow the learning process [3]. Referring to this theory, we can know that to learn a second language, we are required to follow the learning process.

In Indonesian high schools, the Japanese language learning process uses several teaching methods in order to gain an understanding of mastering the Japanese language. In learning a language, students have different abilities to understand the language they are learning. Stated that some of the students are fast in understanding the material taught and some are slow because there are several factors owned by students in learning the language, one of which is the student's favorite factor in learning the language [4]. For example, there are students who are happy with studying grammar, there are students who prefer to speak a second language rather than studying grammar.

In Japanese language learning, Japanese has a variety of vocabulary or word pairings. Word pairing can also be referred to as "*collocation*". Collocation comes from English "*collocations*" whose verb is *collocate*. In Collins English Dictionary, the verb *collocate* is taken from Latin *collocāre* which consists of two words namely '*com*' which means together and '*locāre*' which means to place. Then, the word *locāre* has the base word *locus* which means '*place*'. Collocation is a combination of words that are fixed and coexist in one sentence, for example: (1) The word dark and pitch black; (2) The word hard and head; (3) The word light and bright [5].

The definition of collocation is a combination of words or phrases that have a continuous meaning [6]. Meanwhile, Argues that collocation is a word that is later combined regularly in a language [6]. Based on this explanation, the researcher concludes that word pairing or collocation is a combination of two words that are commonly used and then the two words cannot be changed with other words even though the words have the same meaning.

Collocations are different from idioms. An idiom is an expression that, when translated, has an illogical meaning. In Indonesian, idioms can be called proverbs. For example, 'gulung tikar'. The phrase 'gulung tikar' does not mean 'to go out of business' but rather 'to go bangkrut' or 'black sheep' which means 'the person accused of wrongdoing' not 'a black sheep'. The same is true in Japanese. Japanese also has idioms. Idioms in Japanese are referred to as *kanyouku* (慣用句) [7]. For example, *hara ga tatsu* means 'stomach standing up' but the intended meaning is 'angry'. Collocation, on the other hand, is a combination of words whose meaning is clear. For example, 'playing the guitar'. The Japanese example is '*manga o kaku*'.

The comparative words found in *Nihongo Kira-Kira 3* are about hobbies, abilities, and more. Some of them are as follows:

1. 漫画をかく (*manga o kaku*: writing comics)
2. おかしをつくる (*okashi o tsukuru*: making snacks)
3. 写真をとる (*shashin o toru*: taking photos)
4. SNSをする (*SNS o suru*: playing social media)

5. ギターをひく (gitaa o hiku: playing guitar)

In the teaching and learning process, there must be learning objectives, one of which is that students are able to understand something that has been taught. Understanding is a measure of skills, and knowledge achieved by students after students carry out learning activities. Understanding in general comes from the word understand which means to understand, to know. Meanwhile, understanding itself means the process, action, and way of understanding. This is in line with what was conveyed by [8] who stated that understanding has the basic word "*understand*" which means understanding or understanding something completely. Meanwhile, student understanding is a process, action, and way of understanding something. Then, learning itself is an effort to be able to gain understanding.

Several experts also stated the definition of understanding, including: (1) Understanding is a learning outcome. For example, from what has been learned, read, and heard by students, these students can explain again in their own sentences, then students can also give examples other than examples that have been given and explained by the teacher, and students can use application instructions in other cases [9]. (2) Understanding means the ability of everyone to understand or understand something that can be seen from various aspects. Based on the explanation of understanding given by experts, it can be concluded that students are said to understand if students can provide an explanation of the material being studied using their own language in more detail and can provide examples other than the examples given by the teacher [10]. (3) Understanding is the ability to be able to understand or understand something that has been known and remembered by humans [10].

In understanding, referring to Understanding is divided into three levels, namely : (1) Low Level, which refers to understanding related to translation, (2) Second Level, in this second level of interpretation, and (3) Third Level, this level is the highest level of the low level (translation), and the second level (interpretation), namely extrapolation. At this level, everyone must be able to know other meanings from the written meaning, make conjectures about consequences and be able to broaden perceptions [11].

The formulation of the problem in this study is how students learn to understand Japanese word sanding in class XII Cross Interest A at SMAN 1 Batu. Then, the purpose of this study is to describe the understanding of students of Class XII Cross-Major Japanese A towards the sanding words contained in the book *Nihongo Kira Kira 3*. This research also has some theoretical and practical benefits. The theoretical benefit of this study is that the results of this study are expected to be able to provide additional knowledge in the field of Japanese language learning, especially in understanding word sanding and are expected to be an additional reference for further researchers. While the practical benefits are that students are expected to be able to further develop and improve in understanding Japanese language learning materials, especially on word sanding material.

Research on comprehension and word pairing (collocation) has been done before. Then the research is used as a reference and consideration by the author. These studies include.

First, research by Harsono and Yanti Linarsih entitled "*Writing Stories Through Word Collocation-Based Mind Maps*" (2020) [6]. This study was motivated by students' difficulties in vocabulary to write stories, so the researchers studied this with the aim of being able to find

out the difference in writing stories with the application of word collocation-based mind maps with mind maps without word collocation. Then, this study proves that writing stories using word collocation-based mind maps make students more active than mind maps without word collocation.

Second, research conducted by Yuniarti and Ryani Yulian on "*Collocations as Task-Based Language Teaching to Improve Speaking Fluency in English For Academic Purposes Course*" (2019) [12]. In this study, the method used was the Classroom Action Research method with the aim to overcome problems that arise in the classroom during the learning process. Then the results of this study are by applying Task-based Language Teaching using collocations can make students experience effective habituation in increasing fluency in speaking English.

Third, this research was conducted by Nurfitri Badraeni et al. "*Analysis of Student Difficulties Based on Mathematical Understanding Ability in Working on Problems on Flat-Sided Spatial Buildings Material*" (2020) [13]. This research is used by the author as a reference because both discuss student understanding in learning. In this study, the method used was descriptive qualitative. The factor of student difficulties in working on problems is that students are unable to apply formulas and do not associate a concept to solve the problem. Therefore, this study found that the difficulty factor of students in working on flat-sided space-building test questions to be able to understand mathematical understanding ability is still lacking because students do not really understand mathematical questions and concepts.

From the three studies described above, it can be concluded that research on word collocation or word pairing, as well as student comprehension, has been researched before. The research that has been studied before, proves that word collocation or word pairing and student understanding are related to education. The difference between this research and the previous research is that in the previous research collocation of words is applied in writing stories, as a learning method to improve speaking skills, but in this research collocation or word pairing is applied in learning Japanese vocabulary. Another difference is that it lies in the respondents, namely in previous studies the respondents were SDI Al Munawwarah students, PGSD Department Students at Muhammadiyah University, and 8th grade students of MTS Nurul Hidayah, while in this study the respondents used were Japanese Language XII Cross Major A students at SMAN 1 Batu. Then, the difference between this research and the third research is that students' understanding in learning mathematics, but in this research, it is used in Japanese language learning. Then the research on the understanding of word sanding, SMAN 1 Batu has not been the object of research. Therefore, it is expected that students can understand vocabulary more easily with the concept of collocation in learning at SMAN 1 Batu.

2 Method

This research was based on a qualitative research approach, and the type of the research was descriptive research. In this research, the descriptive qualitative methods have a purpose of analysis of the students' understanding of collocation based on the test. The data was taken on September 8th, 2022. The test was based on the chapter of "*Kanji no yomikata o kudasaimasenka*", which talks about the abilities. The respondent of this research is a student of SMAN 1 Batu of Malang who has taken a Japanese class in school. The number of respondents in this research is 31 students, separated by boys and girls. The reason why those students have

been chosen for this research is because they are students of grade 12th who have learned the materics of the Kira-kira Nihongo book.

So the researcher can research about the students' understanding abilities of the collocation. The technique that was used for this research is a test of understanding the Japanese abilities, which is followed by these steps: (1) determining the nature of the problem or question (2) establishing the test latticework (3) Arranging the test question (4) Validating the test question

The instrument used in this research is in the form of several comprehension test questions consisting of 15 items in the form of matching questions. This test aims to determine the understanding of students in the class used as the object of research. The test data obtained was then narrated with the aim of obtaining results regarding students' understanding of Japanese sanding words in Class XII Cross-Major at SMAN 1 Batu. To get the percentage value of each question, the percentage calculation formula was used [14]. The formula can be seen in the following table:

Table 1. Percentage Calculation Formula (Bungin, 2010)

$$P = \frac{f}{N} \times 100$$

Keterangan:

P: Percentage

F: Number of students who are correct on each question

N: Total Respondents

Furthermore, the percentage results obtained were translated with the scoring guidelines for student [13].

Table 2. Student Ability Scoring Guidelines (Nopriyanti [13])

Kategori	Skor (%)
Very Good	86-100
Good	76-85
Sufficient	60-75
Lacking	55-59
Very lacking	≤ 54

3 Result and Discussions

The research results obtained in this study by referring to the percentage calculation formul [14] and the scoring guidelines [13] are as follows:

Table 3. Recapitulation of Test Results

No	Question	1 (true)	0 (false)	Percentage
1	たこやきの つくりかた	26	5	84%
2	かたかなの よみかた	26	5	84%
3	しゅくだいが できません	26	5	84%

4	しごとが おわりません	26	5	84%
5	コピーの つかいかた	18	13	58%
6	がっこうへ いっしょに いきます	26	5	84%
7	かんじの よみかた	22	9	71%
8	ゆかたの きかた	24	7	77,4%
9	ほんを とります	26	5	84%
10	せわを します	23	8	74%
11	ごみを ひろいました	23	8	74%
12	こどもと あそびます	25	6	80%
13	木を うえました	24	7	77,4%
14	ぼきをんを あつめます	26	5	84%

It can be seen from the data in table 3 in question items number one, two, three, and four the percentage value obtained from all students is 84%, including in the good category. In question number five, the percentage result of all students is 58%, which is included in the lacking category. In question number six, the percentage value obtained from all students is 84%, which is included in the good category. In question number seven, the total percentage value obtained by all students is 71%, which is included in the sufficient category. In question number eight, the percentage value obtained by all students is 77%, including in the good category. In question number nine, the total percentage value obtained from all students is 84%, including the good category. In questions number ten and eleven, the percentage value obtained from all students is 74%, which is included in the sufficient category. In question number twelve, the percentage value obtained from all students is 80%, which is included in the good category. In question number thirteen, the total percentage value obtained from all students is 77%, which is included in the good category. And in question fourteen, the percentage value obtained from all students is 84%, which is included in the good category.

Looking at the explanation above, the average on each question is included in the category based on student test results. This shows that the students of class XII Japanese Cross-Interest A SMAN 1 Batu are able to understand Japanese word sanding well. The following is a description of students' answers in each question.

Question number 1

ちちは たこやきの () かたが わかりません。

Chichi wa takoyaki no () kata ga wakarimassen.

Table 4. Description of Student Answers Number 1

Description of Student Answers	Frequency
つくり (<i>tsukuri</i>)	26
よみ (<i>yomi</i>)	1
できません (<i>dekimassen</i>)	1
ほん (<i>hon</i>)	3

The correct answer for question number one is つくり (*tsukuri*). Based on the description of student answers above, it can be concluded that to determine the word pairing of たこやきの

... (*takoyaki no...*) the average student can answer correctly, meaning that students already understand the word pairing in question number one.

Question number 2

わたしは カタカナの () かたが わかりません。

Watashi wa katakana no () kata ga wakarimasen.

Table 5. Description of Student Answers Number 2

Description of Student Answers	Frequency
よみ (<i>yomi</i>)	26
かんじ (<i>kanji</i>)	2
Tidak diisi	3

The correct answer for question number two is よみ (*yomi*). Based on the description of student answers above, it can be concluded that to determine the word pairing of カタカナの... (*katakana no...*) the average student can answer correctly, meaning that students already understand the word pairing in question number two.

Question number 3

いもうとは しゅくだいが ()。

Imouto wa shukuda ga () .

Table 6. Description of Student Answers Number 3

Description of Student Answers	Frequency
できません (<i>dekimasen</i>)	26
うえました (<i>uemashita</i>)	3
おわりません (<i>owarimasen</i>)	2

The correct answer for question number three is できません (*dekimasen*). Based on the description of students' answers above, it can be concluded that to determine the word pairing of しゅくだいが... (*shukudai ga...*) the average student can answer correctly, meaning that students already understand the word pairing in question number three.

Question number 4

A : どうしたんですか。

B : しごとが ()。

A : てつだいましょうか。

B : ありがとうございます。

A: *doushitandesuka*

B: *shigoto ga ()*

A: *tetsudaimashouka*

B: *arigatou gozaimasu*

Table 7. Description of Student Answers Number 4

Description of Student Answers	Frequency
おわりません (<i>owarimasen</i>)	26
できません (<i>dekimasen</i>)	3
あつめます (<i>atsumemasu</i>)	2

The correct answer for question number four is おわりません (*owarimasen*). Based on the description of students' answers above, it can be concluded that to determine the word pairing of しごとが... (*shigoto ga...*), on average, they can answer correctly, meaning that students already understand the word pairing in question number four.

Question number 5

リナさんは コピーの () かが わかりません。

Rina san wa kopii no () kata ga wakarimasen.

Table 8. Description of Student Answers Number 5

Description of Student Answers	Frequency
つかい (<i>tsukai</i>)	18
きかた (<i>kikata</i>)	2
つくり (<i>tsukuri</i>)	3
かんじ (<i>kanji</i>)	2
ひろいました (<i>hiroimashita</i>)	5
Not Answered	2

The correct answer for question number five is つかい (*tsukai*). Based on the description of student answers above, it can be concluded that to determine the word pairing of コピーの... (*kopii no...*) students have not been able to answer correctly, meaning that students do not understand the word pairing in question number five.

Question number 6

アリさんと サリさんは がっこうへ いっしょに () 。

Ari san to sari san wa gakkou e isshoni () .

Table 9. Description of Student Answers Number 6

Description of Student Answers	Frequency
いきます (<i>ikimasu</i>)	26
きかた (<i>kikata</i>)	2
ひろいました (<i>hiroimashita</i>)	3

The correct answer for question number six is いきます (*ikimasu*). Based on the description of students' answers above, it can be concluded that to determine the word pairing of がっこうへ いっしょに... (*gakkou e isshoni...*) the average student can answer correctly, meaning that students already understand the word pairing in question number six.

Question number 7

わたしは()の かきかたが わかりません。

Watashi wa () no kakikata ga wakarimasen.

Table 10. Description of Student Answers Number 7

Description of Student Answers	Frequency
かんじ (<i>kanji</i>)	22
おわりません (<i>owarimasen</i>)	3
ほん (<i>hon</i>)	2
あつめます (<i>atsumemasu</i>)	2
Not Answered	2

The correct answer for question number seven is *かんじ (kanji)*. Based on the description of student answers above, it can be concluded that to determine the word pairing of the question *わたしは()の かきかたが わかりません。(watashi wa No kakikata ga wakarimasen)* on average can answer correctly, meaning that students already understand the word pairing in question number seven.

Question number 8

にほんじんは ゆかたの()が わかります。

Nihonjin wa yukata no () ga wakarimasu.

Table 11. Description of Student Answers Number 8

Description of Student Answers	Frequency
きかた (<i>kikata</i>)	24
つかい (<i>tsukai</i>)	5
せわ (<i>sewa</i>)	1
いきます (<i>ikimasu</i>)	1

The correct answer for question number eight is *きかた (kikata)*. Based on the description of student answers above, it can be concluded that to determine the word pairing of *ゆかたの... (yukata no...)* the average student can answer correctly, meaning that students already understand the word pairing in question number eight.

Question number 9

おとうとは()を とります。

Otouto wa () o torimasu.

Table 12. Description of Student Answers Number 9

Description of Student Answers	Frequency
ほん (<i>hon</i>)	26
よみ (<i>yomi</i>)	3
あそびます (<i>asobimasu</i>)	2

The correct answer for question number nine is ほん (*hon*). Based on the description of student answers above, it can be concluded that to determine the word pairing of the question おとうとは()をとります。(otouto wa ... o torimasu) on average can answer correctly, meaning that students already understand the word pairing in question number nine.

Question number 10

ははは おとしよりの()をします。

Haha wa otoshiyori no () o shimasu.

Table 13. Description of Student Answers Number 10

Description of Student Answers	Frequency
せわ (<i>sewa</i>)	23
いきます (<i>ikimasu</i>)	2
うえました (<i>uemashita</i>)	1
つかい (<i>tsukai</i>)	1
あつめます (<i>atsumemasu</i>)	1
ひろいました (<i>hiroimashita</i>)	3

The correct answer to question number ten is せわ (*sewa*). Based on the description of student answers above, it can be concluded that to determine the word pairing of the question はははおとしよりの()をします。(haha wa otoshiyori no ... o shimasu) on average can answer correctly, meaning that students already understand the word pairing in question number ten.

Question number 11

A: ボランティアをしたことが ありますか。

B: はい、あります。

A: なにを しましたか。

B: ごみを ()。

A: そうですか。

A: borantia o shita koto ga arimasuka

B: hai, arimasu

A: nani o shimashitaka

B: gomi o ()

A: soudesuka

Table 14. Description of Student Answers Number 11

Description of Student Answers	Frequency
ひろいました (<i>hiroimashita</i>)	23
かんじ (<i>kanji</i>)	3
きかた (<i>kikata</i>)	1
うえました (<i>uemashita</i>)	2

せわ(<i>sewa</i>)	1
Not Answered	1

The correct answer to question number eleven is ひろいました (*hiroimashita*). Based on the description of students' answers above, it can be concluded that to determine the word pairing of ごみを... (*gomi o...*) the average student was able to answer correctly, meaning that students already understood the word pairing in question number eleven.

Question number 12

ちちは こどもと ()。

Chichi wa kodomo to ().

Table 15. Description of Student Answers Number 12

Description of Student Answers	Frequency
あそびます (<i>asobimasu</i>)	25
せわ (<i>sewai</i>)	3
できません (<i>dekimasen</i>)	2
Not Answered	1

The correct answer for question number twelve is あそびます (*asobimasu*). Based on the description of student answers above, it can be concluded that to determine the word pairing of こどもと... (*kodomo to...*) the average student can answer correctly, meaning that students already understand the word pairing in question number twelve.

Question number 13

A : ボランティアを したことが ありますか。

B : はい、あります。

A : なにを しましたか。

B : 木を ()。

A : そうですか。

A: borantia o shita koto ga arimasuka

B: hai, arimasu

A: nani o shimashitaka

B: ki o ()

A: soudesuka

Table 16. Description of Student Answers Number 13

Description of Student Answers	Frequency
うえました (<i>uemashita</i>)	24
あそびます (<i>asobimasu</i>)	2
せわ (<i>sewa</i>)	4
Not Answered	1

The correct answer for question number thirteen is うえました (*uemashita*). Based on the description of student answers above, it can be concluded that to determine the word pairing of 木を... (*ki o...*) the average student can answer correctly, meaning that students already understand the word pairing in question number thirteen.

Question number 14

わたしは ぼきを ()。

Watashi wa bokin o ().

Table 17. Description of Student Answers Number 14

Description of Student Answers	Frequency
あつめます (<i>atsumemasu</i>)	26
つくり (<i>tsukuri</i>)	2
Not Answered	3

The correct answer for question number fourteen is あつめます (*atsumemasu*). Based on the description of student answers above, it can be concluded that to determine the word pairing of ぼきを... (*bokin o...*) the average student can answer correctly. So, it can be stated that students are able to understand word pairings in number fourteen.

Based on the results described above, students' understanding of Japanese word pairing on *kanji no yomikata o oshiete kudasaimasenka* material in class XII Cross-Interest Japanese A as a whole is in a good category, meaning that students already have an understanding of Japanese word pairing on *kanji no yomikata o oshiete kudasaimasenka* material well.

4 Conclusions and suggestions

4.1. Conclusions

According to the result of analysis that already been explained about students understanding on Japanese language collocations in XII cross-interest Japanese language A class at SMAN 1 Batu, conclusion can be made that overall students understanding level on Japanese language collocation at *kanji o yomikata o oshiete kudasaimasenka* material is on good category. Questions that students mastered were in questions number 1, 2, 3, 4, 6, 9, and 14 which were at a percentage of 84%, then in question number 12 which was at a percentage of 80%, and in numbers 8 and 13 which were at a percentage of 77%. Meanwhile, the question that was sufficiently mastered by students was question number 7, where out of 31 students who answered correctly only 22 people and were in the sufficient category with a percentage of 71%, then in questions number 10 and 11 with a percentage of 74% where out of 31 students who answered correctly only 23 students. Finally, the question that was less mastered by students was question number 5. In question number 5, out of 31 students who answered correctly, only 18 students were at a percentage of 58%, where the percentage was included in the "insufficient" category.

4.2. Suggestions

Based on the data that has been displayed, it can be known that some students are still giving answer that does not make any sense to the given sentence. That's why, teacher need to drill more about vocabulary that has collocations to the students, whether it from interesting lesson design in order for students to understand more and master it better about those collocation vocabularies, thus able to grow positive attitude from students to Japanese language.

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