

Language Learning Styles and Strategies of Primary School Students

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Abstract- Language learning at the elementary school level has an important role in the cognitive and communication development of students. Each student has a different way of absorbing and understanding language which is influenced by their respective learning styles. Learning styles in language learning in 5th grade elementary school students. Learning style is an important factor that influences the effectiveness of understanding and retention of information. There are three main learning styles, namely visual, auditory, and kinesthetic. Therefore, this study aims to explore the dominant language learning styles and language learning strategies often used by elementary school students. This research used a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis. Participants included 31 fifth-grade elementary school students and three Indonesian language teachers. Data collection was conducted using questionnaires, interview guides, and observation sheets. Quantitative data were analyzed descriptively, while qualitative data from interviews were examined thematically to support and enrich the quantitative findings. The results of this study showed that students who had a visual learning style were 11 students (35.48%), auditory 10 students (32.26%), and kinesthetic 10 students (32.26%). While for language learning strategies, teachers used 3 strategies, namely cognitive, metacognitive, and social-affective strategies. Solutions that can be done to improve the effectiveness of language learning, teachers need to apply methods that are appropriate to the various learning styles of students. A combination of visual media, discussions, and direct practice activities can help students understand the material better. In addition, assistance in using metacognitive strategies is also needed so that students can develop more optimal learning skills.

Keywords: Learning Styles, Learning Strategies, Language Learning

I. INTRODUCTION

Education is an important part of human life and plays an important role in the progress of the nation and state (Ritonga et al., 2022) because through education beliefs, morals, moral norms, philosophy, science, and technology are transmitted (Sanga & Wangdra, 2023). Currently, education is an important part of a country's efforts to be competitive and improve its human resources. Therefore, education aims to develop the potential of students so that they become intelligent, pious, and have the ability and independence in life (Yasin, 2024). Education is the main foundation in the development of individuals

and society as an investment in the future (Rasyid, 2015). Through education, a person can gain knowledge, skills, and values that support personal and professional life and have high morality (Inanna, 2018). However, the effectiveness of education is not only determined by the curriculum and teaching methods, but also by how individuals absorb and process information (Learning et al., 2024). In this case, learning styles and learning strategies play an important role in determining the success of learning. According to Ghufroon, learning style is an approach that explains how people learn, or the techniques used by each person to focus on the process and master new and difficult

information through various perceptions (Qodriati et al., 2023). Lessons can be mastered by students are largely determined by the student's learning style and the role of the teacher to explore students' abilities.

Each individual has a different language learning style, such as visual, auditory, and kinesthetic styles (Purnomo et al., 2017). These learning styles affect how a person understands the material given in an educational context. For example, students with a visual learning style are more effective in understanding material through pictures and diagrams, while students with an auditory learning style find it easier to understand concepts through discussion and listening to explanations. Gardner (1983) stated that individuals with visual intelligence are more likely to rely on visual representations, such as pictures or diagrams, to understand and remember information (Setiawi, 2024).

Learning styles are not only seen from the part faced in the form of information that is seen, heard, written, and spoken but also from the part of the information process such as reminders, explanations of the right and left brain through what is heard (auditorial). Auditory is a style that uses hearing and also uses auditory as a tool to receive learning information (Nora & Mudjiran, 2022). Gagne (1985) stated that auditory students rely on their ability to hear to understand and process information. Therefore, they prefer strategies that involve processing verbal information and discussions to evaluate and improve their understanding. The auditory style tends to use audio media that is tailored to the learning material. This style requires a quiet place so that the sound can be heard clearly so that students can understand the material in the video (Parwati, 2024). In addition, student activities like learning by moving (kinesthetic). The kinesthetic learning style facilitates learning through active design in every movement. Vygotsky (1978) emphasized the importance of physical activity and direct experience in learning. According to Vygotsky's theory, kinesthetic students learn more effectively when they can engage in physical activities involving body movement or

hands-on experience in the context of learning. The kinesthetic learning style is when students learn by doing, touching, feeling, moving, and acting. Children who have this learning style demonstrate learning through movement, touch, and action (Angkat et al., 2023).

In addition, language learning strategies also play a role in increasing the effectiveness of education. Language learning strategies are techniques or methods used to acquire, understand, and use language effectively. Dedeh Rohayati (2016) quoted Oxford (1990) who said that there are two categories of language learning strategies, namely direct strategies and indirect strategies. Direct strategies include memory strategies, cognitive strategies, and compensation strategies. Indirect strategies include metacognitive strategies, affective strategies, and social strategies. Learning strategies include techniques that individuals use to understand, remember, and apply information (Sri Parwati, 2024). Examples are cognitive strategies such as noting important points and making summaries, social-affective strategies, and metacognitive strategies such as planning learning and evaluating understanding independently.

According to Huda, there are several categories of learning strategies, the first is the main learning strategy and the second is the supporting strategy, known as direct and indirect strategies (Kusumawati, 2022). The main strategy is used directly to absorb the material, while the supporting strategy helps foster attitudes and helps students overcome difficulties, fatigue, and disappointment. Different types of learning strategies are cognitive and metacognitive. Cognitive strategies focus on cognitive processes, such as self-reinforcement and self-monitoring, and are used to process knowledge so that it can be remembered for a long time. In addition, the three learning approaches can be divided into two groups: syntactic and semantic approaches. The syntactic approach focuses on words such as functions, prefixes, suffixes, and word classification, while the semantic approach focuses on real objects, situations, and events. According to some experts, there are two types of learning strategies: social and non-social. Social strategies focus on increasing students'

motivation to learn, increasing interaction with native speakers, and getting as many language opportunities as possible. Asking questions, giving explanations, body movements, keeping a distance from the other person, and so on are included in this category.

For teaching, there are several types of strategies. The first is the repetition strategy; it consists of simple and complex repetition. Simple repetition is used to repeat certain material and just remember it. One example of simple repetition is remembering phone numbers, directions, times, shopping lists, and others. Complex repetition activities are revising important information and making marginal notes. By understanding and applying strategies that suit their learning style, a student can be more optimal in absorbing knowledge. Each individual's learning style is also different. This is closely related to the strategies used in the learning process. Learning strategies are the main factor in improving the language learning process and language skills. Learning strategies that are not well structured allow for results that are not achieved according to targets. Therefore, learners need to be guided with the right strategies. Related to the explanation above, the researcher will conduct research related to language learning styles and language learning strategies.

II. METHODS

This study uses a mix method research type where quantitative data is then strengthened with qualitative data (Supriyadi, 2018). This approach allows researchers to not only get a numerical picture of the tendencies of students' learning styles and strategies, but also understand the reasons behind these choices through interviews and direct observation. The research procedure begins with the collection of quantitative data through a closed questionnaire designed to identify students' learning styles. This questionnaire includes a series of questions that group students into categories of visual, editorial, or kinesthetic learning styles based on their choices. The quantitative data obtained are then calculated using a percentage formula to determine the proportion of each learning style.

This study involved 3 Indonesian language teachers and 31 fifth grade elementary school students as respondents. The selection of respondents is important because teachers have a role in observing and assessing the effectiveness of learning strategies used by students, while students themselves are the main subjects who experience the learning process directly. This study used questionnaire instruments, interview sheets, and observation sheets. Several instruments were used to collect data. The questionnaire was used to obtain quantitative data on students' learning styles and learning strategies. This questionnaire helps in measuring the tendency to use certain strategies in relation to each student's learning style.

The Interview Sheet was used to dig deeper into information about students' and teachers' perspectives on the learning strategies they use and the challenges faced in the learning process. The Observation Sheet was used to observe students' learning behavior directly in class. This observation allows researchers to confirm whether the strategies mentioned in the questionnaire and interview are actually applied in everyday learning situations.

Data collection was carried out directly in the field. Quantitative data were obtained through questionnaires filled out by students, while qualitative data were collected through interviews with teachers and students and through classroom observations. This direct approach provides higher validity because data is collected in the real environment where learning takes place. Data analysis techniques in quantitative analysis of data from questionnaires were analyzed using descriptive analysis techniques to identify learning style tendencies and learning strategies used by students. These descriptive statistics include percentages, averages, and data distributions that can provide an overview of student learning patterns. Qualitative analysis derived from interviews and observations was analyzed using a thematic analysis approach, namely grouping findings based on themes that emerged from the results of interviews and observations. This analysis helps in understanding the reasons behind the use of certain learning strategies and how students adjust their strategies to their respective learning styles.

With a mixed-method approach, this study is able to present more holistic data, not just statistics but also in-depth insights from the direct experiences of students and teachers. This approach enriches the understanding of how students learn and how teachers can support their learning process more optimally. Data were collected by going directly to the field and analyzed using descriptive analysis for quantitative and interview analysis for qualitative so that the data obtained is comprehensive.

III. RESULT AND DISCUSSION

Descriptive Statistics

Statistics uses percentage analysis in one class for its data processing. Percentage analysis is a technique in descriptive statistics used to describe the proportion or part of data in the form of a percentage (Supriyadi, 2018). This study aims to analyze the language learning styles and language learning strategies applied by fifth grade students of SDIT Al Izhar School Pekanbaru. Data were obtained through observation, interviews, and questionnaires given to students and Indonesian language teachers. Furthermore, the details of the data analysis on the learning style tendencies of fifth grade students of SDIT Al Izhar School Pekanbaru will be presented, which can be seen from the questionnaire distributed to 31 fifth grade students of SDIT Al Izhar School. Data were collected through a questionnaire that identified visual, auditory, and kinesthetic learning style preferences. From the results of the questionnaire filled out by 31 fifth grade students, the following results were obtained:

A. Language Learning Style

From the 31 students who participated, the analysis results showed that 11 students (35.5%) had a visual learning style, 10 students (32.3%) had an auditory learning style, and 10 students (32.3%) had a kinesthetic learning style. It can be seen in table 1 below:

Table 1 Results of Visual, Auditory, Kinesthetic Learning Style Identification (VAK) of Grade V Students of SDIT Al Izhar School Pekanbaru

No.	Learning style	(%)	Characteristics
1.	Visual	36 %	Understanding material through pictures, diagrams, and writing
2.	Auditory	32,2%	It is more effective to learn by listening to teacher explanations or voice recordings.
3.	Kinesthetic	32,2%	Prefer to learn through hands-on practice.

In this study, the researcher obtained information from interviews with several students that students with visual learning styles tend to understand the material through pictures presented by the teacher, diagrams and writing. Students with auditory learning styles prefer to learn by listening to teacher explanations or voice recordings. Students with kinesthetic learning styles prefer to learn through direct practice.

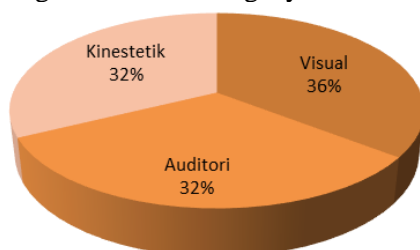
B. Distribution of Language Learning Styles of Class V Students

Of the 31 students who participated, the results of the analysis showed that 11 students had a visual learning style, 10 students had an auditory learning style, and 10 students had a kinesthetic learning style. This distribution shows that the visual learning style is slightly more dominant than other learning styles. Understanding this distribution is important for educators to adjust teaching methods to suit students' learning preferences, so that they can increase the effectiveness of learning. The following table presents student data and language learning styles of Class V students of SDIT Al Izhar School.

Table 2 Student Data and Language Learning Styles of Class V Students of SDIT Al Izhar School.

No	Student Name	Learning Style
1	AB	Visual
2	AD	Auditory
3	AK	Kinesthetic
4	AT	Visual
5	AR	Auditory
6	DL	Kinesthetic
7	FA	Visual
8	HE	Auditory
9	JU	Kinesthetic
10	RA	Visual
11	RH	Auditory
12	RI	Kinesthetic
13	KA	Visual
14	KI	Auditory
15	NA	Kinesthetic
16	NS	Visual
17	NV	Auditory
18	RA	Kinesthetic
19	RN	Visual
20	SB	Auditory
21	SH	Kinesthetic
22	TH	Visual
23	UA	Auditory
24	VI	Kinesthetic
25	ZI	Visual
26	ZM	Auditory
27	ZN	Kinesthetic
28	ZS	Visual
29	ZT	Auditory
30	ZU	Kinesthetic
31	ZY	Visual

Here is a pie chart that illustrates the percentage of each learning style:



C. Language Learning Strategies

Language learning strategies based on observations and interviews with teachers, fifth grade elementary school students apply various learning strategies to improve their understanding and skills. These strategies include cognitive, metacognitive and social affective strategies.

Based on the description above, students have various language learning styles. Visual, Auditory, and Kinesthetic learning styles. The researcher conducted observations within one week. In the initial observation, the researcher observed the condition of the class and students. The things observed were in accordance with the characteristics of the

Visual, Auditory, and Kinesthetic language learning styles. In the next meeting, students were asked to fill out a questionnaire with several questions related to language learning styles. There were 11 students who had a visual learning style, namely understanding the material through pictures, diagrams, and writing presented. 10 students had an auditory learning style, learning more effectively by listening to teacher explanations or voice recordings.

According to interviews with 3 students regarding learning styles:

Student 1: *"I like to learn by looking at interesting pictures and writings, so I am more enthusiastic in learning."*

Student 2: *"Learning is very fun if I can practice in front of the class directly."*

Student 3: *"I like to learn by listening to the teacher explaining and also using voice recordings. It is more exciting."*

This student's language learning style is in accordance with the results of the study (Kurniati et al., 2019) that the results of the student's language learning style tend to be a visual language learning style understanding material by looking at pictures, diagrams or writing. Howard Gardner in Leite W.L Svinicki (2010) stated that learning through listening, recognizing tones and sounds, rhythms well is much more effective for auditory/audio children (Berdibedasi et al., 2025). Furthermore, 10 students have a kinesthetic learning style who prefer to learn through direct practice and go to the front of the class to do simulations. Kolb (1984) stated that learning that involves students directly and active experiments with practice. Widiastuti (2017) explained that practice can improve the skills of kinesthetic students by involving direct physical activity. The results above show that the visual learning style is slightly more dominant than other learning styles.

This shows that most students prefer the use of visual elements in their learning process. According to Mayer (2005) learning is more effective using two channels, namely visual and verbal assisted by images and videos. Understanding these learning styles is important for educators to adjust teaching methods to suit students' learning preferences, thereby increasing the effectiveness of learning.

Language learning strategies based on observations and interviews with grade V elementary school teachers and students apply various learning strategies to improve their understanding and skills. These strategies include cognitive, metacognitive and social affective strategies.

Based on the results of interviews with three Indonesian language teachers, the following results were obtained:

Teacher 1: *"I use cognitive strategies that tend to be used by students to process and understand information directly through the activity of rereading the material, noting important points and making summaries."*

Teacher 2: *"Metacognitive strategies are the approaches that I tend to use where the approach involves planning, monitoring, and evaluating the student's own learning process by setting vocabulary memorization targets and making independent study schedules."*

Teacher 3: *"Social affective is a language learning strategy that is often used because it involves social interaction and emotional management to support the learning process through group discussions and language games that are interesting for students"*

This language learning strategy is in accordance with the results of research Nurmalasari (2023) that language learning strategies are carried out with an approach to writing skills and understanding vocabulary. The results of research from (Kusumawati, 2022) there are several strategies that educators can use in the language teaching process, which include; repetition strategies, elaboration strategies, organizational strategies, metacognitive strategies, and metacognitive and socio-affective strategies. Similar to the presentation of Oxford (1990) in Letri, language learning strategies are divided into three things, namely cognitive, metacognitive, socio-affective. 1) Cognitive Strategy is that students often use rereading techniques, note important points, and make summaries to understand reading texts. This approach helps them internalize information and improve their understanding of the material. 2) Metacognitive

Strategy: Some students plan their learning by setting vocabulary memorization targets or making independent study schedules. With this planning, students can organize their time and effective learning methods according to their needs. 3) Social Affective Strategy: Students interact a lot with peers through group discussions and language games to improve speaking skills. These interactions not only improve communication skills but also build their self-confidence and social skills.

Table 1. Language Learning Strategies of Class V Teachers of SDIT Al Izhar School Pekanbaru

Learning Strategy	Description	Example Activity
Cognitive	Techniques used by students to process and understand information directly.	a) Rereading material b) Taking notes c) Summarizing
Metacognitive	Approaches that involve planning, monitoring, and evaluating students' own learning process.	a) Setting vocabulary memorization targets b) Creating an independent study schedule
Social Affective	Strategies that involve social interaction and emotional management to support the learning process.	a) Group discussions b) Language games

By knowing the distribution of these learning styles, educators can design more effective teaching methods. For example, to accommodate students with a visual learning style, teachers can use visual aids such as presentation slides or diagrams. Visual students tend to use cognitive strategies such as taking notes or drawing concept maps, while kinesthetic students use more social-affective strategies through active discussions. Meanwhile, for students with an auditory learning style, methods such as group discussions or lectures will be more effective. For kinesthetic students, practical activities or simulations can improve their understanding.

Letri (2020) in a previous study entitled "Student Learning Styles in Learning Indonesian in Grade V Elementary School Students" in this study found that in one class there are usually variations in learning styles among grade V students. In the process of learning Indonesian, there is a tendency towards one of the visual, auditory, and kinesthetic learning styles. This is because students prefer to learn by watching their teacher explain in front of them and also students in class prefer to read accompanied by related images from readings or learning materials.

A similar thing was also stated by Siti (2021) that the Indonesian language learning

outcomes of students who have a visual learning style are higher than the Indonesian language learning outcomes of students who have an auditory learning style. There is an interaction between the use of learning strategies and learning styles in influencing students' Indonesian language learning outcomes (Siti Aisyah Hanim, 2021). Therefore, a multimodal learning approach, which combines various methods, is recommended to meet the needs of all students.

The relatively even distribution of students' learning styles visual, auditory, and kinesthetic may be influenced by contextual factors such as the school's inclusive curriculum design, the diversity of instructional methods employed by teachers, and the learning environment that accommodates multiple modalities. Therefore, it is recommended that educators and curriculum developers conduct further evaluations to determine how teaching strategies, classroom resources, and school culture contribute to the development of various learning styles. This understanding can support the creation of more targeted and adaptive instructional practices that enhance engagement and learning outcomes for all students.

IV. CONCLUSION

Based on the results of this study, it can be concluded that fifth grade elementary school students have diverse learning styles, with the majority of students using visual learning styles, followed by auditory and kinesthetic. This diversity of learning styles affects the strategies they use in understanding and mastering language. The most commonly used learning strategies are cognitive and social strategies, where students spend more time rereading, taking notes, and discussing with peers. However, metacognitive strategies still need to be further developed so that students can be more independent in their learning process. To improve the effectiveness of language learning, teachers need to apply methods that are appropriate to the various learning styles of students. A combination of visual media, discussions, and hands-on activities can help students understand the

material better. It is recommended that teachers implement instructional methods tailored to the diverse learning styles of students. The use of visual media, interactive discussions, and hands-on activities should be integrated into lessons to enhance comprehension.

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