



## Using Lecture Method Plus Demonstration and exercise to Improve the Ability to Make Sentences Uses Mandarin Vocabulary

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### Abstract

*This research was carried out based on the results of observations of teachers who only use the lecture method in teaching Mandarin vocabulary, and there are still many students who still have difficulty understanding the meaning and use of vocabulary, as well as making sentences using Mandarin vocabulary. This research was conducted for finding out whether the lecture method plus demonstration and exercise could improve the ability of Immanuel II Sungai Raya Christian Vocational School students in making sentences using Mandarin vocabulary. Data collection in this research used experimental, observation, literature and test methods. This research was conducted by comparing the use of the lecture method for the control group and the lecture method plus demonstration and exercises for the experimental group. The final results of the research showed that the experimental group students were able to use Mandarin vocabulary in making sentences very well compared to the control group, and the control group students experienced more mistakes in making sentences compared to the experimental group.*

**Keywords:** *Lecture Method Plus Demonstrations and Exercises, Improving Ability, Comparisons, Mandarin Sentences*

### Introduction

Vocabulary is all the words contained in a language, the wealth of words owned by a speaker or writer, and the words used in a field of science. Vocabulary is one aspect of language that must be considered and mastered in order to support fluency in communicating using a language in spoken and written form (Zahro et al, 2020, p.189). Meanwhile, according to Hasanah, L. (2016, p.69) also stated that vocabulary is a very important element of language, because someone's thoughts can only be clearly understood by other people if they are expressed using vocabulary. So it can be concluded that vocabulary cannot be separated from a word and will always be used in science and in everyday life when someone arranges vocabulary into sentences when communicating so that the meaning

they want to convey can be conveyed clearly and understood by other people.

Based on the definitions of vocabulary above, it can be said that vocabulary is the main element in building language and is also the basic structural unit of a sentence, both spoken and written. The sentence itself is the smallest unit of language, in spoken or written form, which expresses a complete thought (Fransisca, 2020, p.13). And a sentence is also an arrangement of words or groups of words (clauses and phrases) that contain meaning (Pangkurti and Maryam, 2015, p.954). Meanwhile, according to Thamrin and Yan (2018, p.68-93), sentences are composed of words and phrases according to certain grammatical relationships. Sentences and phrases can be divided into several sentence components according to their role in the sentence. Sentences in Mandarin generally have six

components: subject, predicate, attributive, object, adverb, and complement. So it can be said that the sentence components in Mandarin sentences are the same as sentences in Indonesian and because of that it should be easier for people to make sentences using Mandarin. However, in reality, many people experience many problems when making sentences using Mandarin.

Based on the author's observations during his internship at Immanuel II Sungai Raya Christian Vocational School, the author noticed that teachers in Mandarin classes only taught students in the form of oral explanations or what could also be called the lecture method. The lecture method is a method that has long been used by educators by narrating or explaining orally, where in its implementation teachers can use teaching aids with the aim of clarifying the explanations conveyed to their students (Wirabumi, 2020, p.109). Meanwhile, according to Satriani (2018, p.48) the lecture method is explanation and narrative by the teacher and interaction is carried out more orally. So the lecture method is a learning method in which the explanation and explanation of the material is only delivered orally.

Because teachers only use the lecture method in teaching, quite a few students do not understand the vocabulary and experience misunderstandings about the use of vocabulary in making Mandarin sentences. For example, based on the researcher's observations during an internship at Immanuel II Christian Vocational School, in the sentence "鸭妈妈有七个孩子, 其中的一个又胖又丑" in the text of chapter 5, the meaning of "其中" is to show that there is something that is in a group or arrangement. However, there are some students who make mistakes in using "其中" in making sentences, such as "妹妹坐其中爸爸和妈妈". The word "其中" in the sentence does not match the use of "其中". This error occurred because students misunderstood the meaning of "其中".

In problems like this, just using the lecture method in teaching is no longer effective. Therefore, in order to improve students' ability to form sentences using Mandarin vocabulary, teachers can add two teaching methods to complement the lecture method, such as the demonstration method and the practice method.

The demonstration method is a way of presenting lessons by demonstrating or demonstrating to students a particular process, situation or object that is being studied, either a real object or an imitation, which is often accompanied by an oral explanation (Endayani et al., 2020, p.151). With the demonstration method, the process of students' acceptance of the lesson will be more deeply impressive, thus forming a good and perfect understanding. Meanwhile, according to Gunawan (2017, p.6) the demonstration method is a method of teaching students to gain knowledge or consolidate knowledge by displaying physical objects, visual aids, conducting demonstration experiments, or using other learning media that are appropriate to the learning material. So the aim of using the demonstration method in learning Mandarin is to make it easier for students to understand how to use Mandarin vocabulary to make sentences, both orally and using other media.

However, apart from explaining and giving examples to students, it is important to give students practice according to the material that has been presented. The practice method itself is a method where students use the knowledge they have learned to carry out practical operations independently under the guidance of a teacher so that students have the dexterity or skills from what they have learned (Panggabean and Sumardi, 2018, p.90). The practice method can also be referred to as a learning method to hone students' abilities in expressing and practicing what they have learned and aims to find out how far the students have understood the material.

The combination of these three teaching methods can be called the lecture plus demonstration and practice method.

According to Satriani (2018, p.48-49) the lecture plus demonstration and practice (CPDL) method is a combination of 3 methods with the aim of making learning effective and easy for students to understand the lesson. Meanwhile, according to Laim (2015, p.9) the CPDL method is a method developed from the lecture method by adding demonstration and skills training. So it can be said that the lecture plus method is a lecture method that was developed together with other methods such as assignment methods, experiments, sociodrama, demonstrations, discussions, questions and answers, and exercises. This combination of methods is intended to make teaching activities more effective and attract students' attention so that they can develop their potential (Febriansyah, 2017, p.53-54).

Therefore, the researcher chose "Using the Lecture Method Plus Practice Demonstration in Improving the Ability to Make Mandarin Vocabulary Sentences" as a research topic.

## **Method**

### **1. Types and Research Design**

Based on the problem to be researched, this research uses an experimental method. According to Wenke and Zhihong (2020, p.26-28), the experimental method is a method of scientific investigation in which researchers manipulate one or more independent variables and observe changes in the dependent variable as the independent variables are manipulated. Meanwhile, according to Khaeriyah et al (2018, p.104) the experimental method is a way of teaching, where the teacher carries out an experiment on something with students, observes the process and writes down the results of the experiment. Then Hastjarjo (2019, p.187-188) also revealed that the experimental method is research that involves manipulating independent variables, controlling external variables and measuring the effect of independent variables on the dependent variable.

The design of the experimental method used is true experimental research. With this design, the research was carried out using a control group that experienced no change in teaching methods, and an experimental group that experienced a change in teaching methods. Later, in the control group, the teacher will explain the material using the lecture method. Meanwhile, the material for the experimental group will be explained using the lecture method plus demonstrations and exercises.

### **2. Research Subjects**

The researcher's research subjects consisted of 2 classes X of Immanuel II Christian Vocational School Sungai Raya. The first research subjects were students of class X Marketing 1 (X BDP 1) totaling 43 students (20 men and 23 women) and class So, the number of students who were research subjects was 85 students.

### **3. Place and Time of Research**

The research location was Immanuel II Christian Vocational School, Sungai Raya. The research period was carried out for 4 days with 2 class meetings. Research starts from Wednesday 12 July 2023 (X BDP 2), Thursday 13 July 2023 (X BDP 1), Thursday 20 July 2023 (X BDP 1), and the last day is Wednesday 26 July 2023 (X BDP 2).

### **4. Data Collection Techniques**

Data collection techniques in this research used observation and test methods. The test given is divided into three parts, namely the first part is choosing the correct pinyin, the second part is writing the correct meaning of the vocabulary, and the third part is using the 16 new vocabulary words that have been learned to make sentences. The first and second parts of the test are given because pinyin and meaning influence the results of sentence construction, so it must be ascertained first whether students understand the vocabulary or not. Meanwhile, observations were made on class conditions, the way the teacher delivered material, the attitudes and behavior shown by students when the teacher explained and when students took tests.

## 5. Research Instrument

The research instrument used in this study was a test instrument for students' ability to use new Mandarin vocabulary to make sentences. The number of new vocabulary used is 16 vocabularies in chapter 1 consisting of 蝌蚪 (kēdǒu), 兴趣 (xìngqù), 大小 (dàxiǎo), 理想 (lǐxiǎng), 橘子 (júzi), 青蛙 (qīngwā), 碧绿 (bìlǜ), 水草 (shuǐcǎo), 生 (shēng), 圆 (yuán), 卵 (luǎn), 群 (qún), 脑袋 (nǎodai), 尾巴 (wěibā), 池塘 (chítáng), and 乌龟 (wūguī). This test instrument will be filled in by students in the control group and experimental group, and the results will be assessed by researchers.

## 6. Data Analysis Techniques

To find out whether the lecture method plus demonstrations and exercises can improve the vocabulary and sentence making skills of Mandarin Immanuel II Sungai Raya Christian Vocational School students, researchers used two types of average scores which were used as a reference for comparison of the control group and the experimental group, namely the percentage value of the average score. -the average of the three tests and the percentage value of the level of correctness in using new vocabulary.

For the first type of average score, the researcher used the scores from the three tests. The first and second tests will be assessed on the accuracy of the answers chosen and written. Meanwhile, for the third test, the assessment will be seen in terms of the correct use of prepositions, the vocabulary used has the correct meaning, the arrangement/order of placement of words in sentences, writing words correctly and makes sense. Calculation of the percentage value of the average score for the three tests uses the following formula (Arikunto, 2021):

$$\text{Average score (\%)} = \frac{\text{total score}}{\text{number of students}} \times 100\%$$

Then, to determine the percentage value for the level of correctness in using new vocabulary, the researcher only took data from all the answers to the third part of

the test. The assessment will be seen in terms of new vocabulary that has meaning, the arrangement/sequence of vocabulary placement, and the correct use of prepositions. The researcher uses the following formula:

$$\text{Average score (\%)} = \frac{\text{Total level of correct vocabulary(\%)}}{\text{Total number of vocabulary words}}$$

## Results and Discussion

### 1. First Meeting

At this first meeting, both groups will be given the first-second part of the test with the aim that if the students do not understand the new vocabulary, the teacher can explain the meaning of the new vocabulary at the next meeting.

Research in the control group was carried out on the second day, namely Thursday 13 July 2023 at 07:00-08:35. Based on the results of the researcher's observations, the teacher only explained the meaning of new vocabulary orally and was assisted by using picture media (lecture method). When the teacher explained, the class atmosphere was not good so the teacher told the students to return to focus on their lessons. However, even though the class atmosphere was not good, in the end there were still many students who actively asked questions to better understand the meaning of each vocabulary word.

After the explanation is finished and there are no more questions, the teacher gives a test to the students to find out whether they already know and understand the vocabulary that has been explained. The exercises given are test questions prepared by the author for the first and second parts. When working on test questions, students were very enthusiastic and careful and completed the exercises quickly.

Then the experimental group research was carried out on the first day, Wednesday 12 July 2023 at 08.35-10.15. Based on the results of the researcher's observations, the teacher used pictures and demonstrations using surrounding objects and demonstrations to explain the meaning of

new words (teaching method and demonstration method). However, of the 16 new vocabularies, the teacher can only explain three new words using the demonstration method because the other new vocabulary cannot be explained using the demonstration method, namely:

- a. The word “圆”. The teacher forms a round shape with her fingers.



Picture 1. 圆

- b. The word "脑袋". The teacher pointed to her head.



Picture 2. 脑袋

- c. The word “群”. The teacher took a stack of books and explained that books or other inanimate objects cannot use the word “群”, but living objects can use the word “群”.



Picture 3. 群

When the teacher explained, the classroom atmosphere was slightly better compared with the control group, especially when the teacher used the demonstration method to explain some new words to the experimental group, the students in the experimental group learned with great interest. However, some students continued to talk to their table mates, and disturbed other students who were listening carefully. So the teacher told the student to refocus on

his lesson. Even though the class atmosphere was slightly better, not many students were active in asking questions.

After the explanation is finished and there are no more questions, the teacher gives a test to the students to find out whether they already know and understand the vocabulary that has been explained. The exercises given are test questions prepared by the author for the first and second parts. When working on test questions, students were very enthusiastic, but the speed of completing practice questions was very slow, some students even did not finish on time.

## 2. Second Meeting

The second meeting for the control group was held on the third day, namely Thursday 20 July 2023 at 07:00-08:35. Based on the results of the researcher's observations, the teacher explained the first new vocabulary, especially the word "卵", because in the first and second parts, many students made mistakes in the meaning of "卵" (egg). The students all thought that "卵" had the same meaning as "卵生" (laying eggs).

After repeating the explanation of the new vocabulary, the teacher gives homework to the students, namely making sentences from the 16 new vocabularies contained in chapter 1, namely making one sentence from each new vocabulary and collecting them at the next meeting. This task uses a test paper prepared by the researcher.

The meeting of the two experimental groups was held on the fourth day, Wednesday 26 July 2023 at 08.35-10.15. Based on the results of the researcher's observations, the teacher explained the 16 new vocabularies while explaining how to use the new vocabulary to make sentences.

After explaining, the teacher gives students practice making sentences using the 3 vocabulary words that are considered the most difficult, namely "圆", "理想", and "一样". This exercise is done directly at school and discussed with the teacher at that time. Then, the teacher gives homework to students, namely making sentences from the

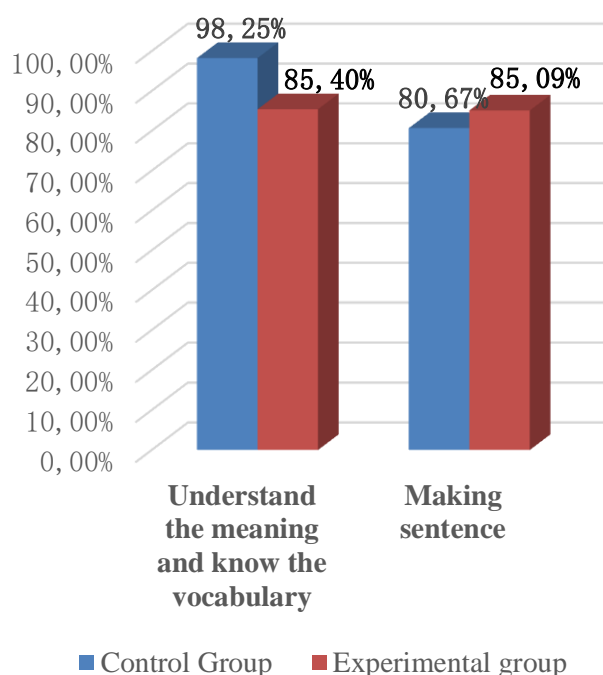
16 new vocabularies contained in chapter 1, namely making one sentence from each new vocabulary and collecting them at the next meeting. This task uses a test paper prepared by the researcher.

### 3. Research Results

In this section, the researcher will explain the comparison results, the percentage results from the three parts of the test, the percentage value for the level of correctness in using new vocabulary, and a discussion of why the two groups were able to get this percentage value.

#### a. Percentage of results from all three parts of the test

Based on the comparison of the average values of the control group and the experimental group, the author uses a bar chart to compare the results of the average values of the two groups, as follows;



**Picture 4. Comparison of Test Results of the Two Groups**

From the graph above, the control group (98.25%) understands the meaning and recognizes new vocabulary better than the experimental group (85.40%). This is because students in the experimental group did not ask as many questions as students in

the control group, and they took the test very slowly. However, the experimental group (85.09%) understood how to use new vocabulary to make sentences better than the control group (80.67%). This is because the teacher used the lecture plus demonstration and practice method to teach the experimental group, so the teacher explained how to use 16 new vocabulary words to make sentences and gave them sentence making exercises.

Then, based on the sentence errors of the control group and the experimental group, it can be concluded that: (1) Students in the control group (10 students) made more sentence structure errors than students in the experimental group (5 students). (2) There were 5 students in the control group who made incomplete sentences, but all students in the experimental group made complete sentences. (3) There are students in the control group and experimental group whose sentences do not meet the requirements because they do not contain the required new vocabulary, or contain new vocabulary that they define themselves but the meaning is wrong. However, the experimental group (5 students) had fewer sentences that did not meet the requirements than the control group (12 students). (4) There is no logical connection in the sentences of one of the students in the experimental group, but the sentences made by the control group students all have a logical connection. Based on the number of students who made errors in constructing sentences above, it can be concluded that students in the control group experienced more errors in constructing sentences than students in the experimental group.

#### b. Percentage value of the level of correctness in using new vocabulary

**Table 1. Average Percentage Value of Correct Use of New Vocabulary**

New Vocabulary Chapter 1	Use of New Vocabulary (Number of Students)			
	Control Group		Experimental Group	
	Number of Students (Correct)	Percentage Correct	Number of Students (Correct)	Percentage Correct
蝌蚪	39	90.69%	42	100%
兴趣	38	88.37%	42	100%
大小	23	53.48%	26	61.90%
理想	30	69.76%	36	85.71%
橘子	37	86.04%	42	100%
青蛙	43	100%	42	100%
碧绿	43	100%	42	100%
水草	42	97.67%	42	100%
生	42	97.67%	39	92.85%
圆	41	95.34%	42	100%
卵	43	100%	38	90.47%
群	41	95.34%	40	95.23%
脑袋	43	100%	38	90.47%
尾巴	43	100%	42	100%
池塘	41	95.34%	42	100%
乌龟	41	95.34%	42	100%
Average Percentage Value (%)	91.57%		95%	

From the average percentage value above, it can be concluded that 91.57% of students in the control group can use new vocabulary to make sentences correctly, but some students in the control group still do not understand the meaning of the vocabulary 蝌蚪, 兴趣, 大小, 理想, 橘子, 水草, 生, 圆, 群, 池塘, and 乌龟, as well as sentence structure and use of prepositional words are also inaccurate. In addition, 95% of students in the experimental group were able to use new vocabulary correctly to make sentences, but some students in the experimental group still did not understand the meaning of 大小, 理想, 生, 群, 卵, and 脑袋, as well as the order of sentences and prepositions used also not quite right. Therefore, students in the experimental group were able to use new vocabulary correctly to make sentences 3.43% higher than students in the control group.

### Conclusion

Based on the review in the previous section, it can be concluded:

First, students' calmness and focus on the teacher's explanation and students' activeness in asking questions greatly influences students' speed in taking tests. Second, from the results of the first and second part of the test, it can be seen that the use of the lecture plus demonstration and practice method did not have a big influence on students' understanding of the meaning of new words and their knowledge of the pinyin of new words. This can be seen based on the results of the first and second part of the test that students in the control group understand the meaning of new words better and recognize the pinyin of new vocabulary compared to the experimental group. Third, the use of lectures plus demonstrations and

exercises can have a big impact on students' understanding of how to use new vocabulary to create sentences. This can be seen based on the results of the third part of the test, it can be seen that students in the experimental group can better understand how to use vocabulary to make sentences than students in the control group. And the experimental group had a higher level of correctness in using new vocabulary, namely 3.43% compared to students in the control group.

Based on the overall results of this research, it can be concluded that the use of the lecture method plus demonstrations and exercises is effective in improving students' ability to form sentences using Mandarin vocabulary.

The researcher hopes that the results of this research can become a reference for teachers to use the lecture plus demonstration and practice method in teaching to improve students' ability to make sentences using Mandarin vocabulary.

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