

Artikel Maisarah, Fanani Effective Communication

by Tafsillatul Mufida Asriningsih

Submission date: 21-Feb-2024 08:14PM (UTC+0700)

Submission ID: 2300524051

File name: 2090-5092-1-PB.pdf (759.01K)

Word count: 4892

Character count: 30968

**EFFECTIVE COMMUNICATION STRATEGIES IN TEACHING ENGLISH TO CHILDREN: A STUDY OF A POPULAR YOUTUBE VIDEO**^{1*} Maisarah, ² Achmad Fanani¹ Universitas Pesantren Tinggi Darul Ulum Jombang

Email Correspondence: maisarah@fbs.unipdu.ac.id

Abstract

Effective communication techniques play a pivotal role in teaching children, influencing learning outcomes significantly. Tailoring communication methods to children's comprehension levels and interests enhances understanding, retention, participation, social skills, motivation, and enthusiasm. This study explores educators' communication strategies in a specific video using Bandura's theory. Through qualitative analysis of a YouTube video, findings highlight the teacher's adept use of impactful tactics. Employing captivating visuals, colors, engaging vocal tones, and fostering positive interactions, the teacher adeptly captures children's attention, facilitating language learning. This research underscores the importance of tailored communication for effective child education.

Keywords: Communication strategies, teaching English, children, EFL

INTRODUCTION

Effective communication is pivotal in human interaction, including the realm of children's education. In the contemporary digital era, videos have emerged as a prominent vehicle for conveying messages, particularly in the context of children's education. One captivating example is the video titled "How to teach Kids I from a Prague kindergarten, part 3 | English for Children." This video is an illustrative showcase of proficient communication techniques employed by an instructor in imparting English language skills to young learners.

Their substantial impact on learning efficacy underscores the significance of employing appropriate communication strategies in teaching children (Muhdi et al., 2020). By aligning communication methods with children's cognitive capacities and interests, educators can effectively foster comprehensive understanding, bolster information retention, stimulate active engagement, fortify social adeptness, and kindle children's motivation and enthusiasm for learning (Triwardhani et al., 2020). Through lucid, inventive, and interactive communication, educators can foster a constructive learning milieu that facilitates the optimal development of children's potential.



Creation is distributed under the Creative Commons License Attribution Share Alike 4.0 International Published in
<https://ejournal.umpri.ac.id/index.php/smart/index>
SMART Journal: Journal of English Language Teaching and Applied Linguistics

The realm of communication strategies for teaching language to children has been explored extensively, yet a notable research gap remains. Specifically, prior studies have not examined the communication strategies educators utilize within the conceptual framework of Bandura's theory, encompassing Attention, Retention, Reproduction, and Motivation. A relevant study by Muhdi et al. (2020) navigates the landscape of online learning implementation in early childhood education during the Covid-19 pandemic. Through qualitative methodology and iterative analysis, the study engages 1,899 participants in Central Java. The findings highlight the effectiveness of online learning policies; however, it emphasizes the ongoing necessity to prevent a decline in learning efficacy, particularly related to effective communication strategies (Muhdi et al., 2020).

Additionally, the research conducted by Suharyo and Nurhayati (2020) offers pertinent insights. This study delves into the selection and preservation of the Javanese language within coastal communities in Rembang. It underscores that language selection and preservation thrive through everyday language usage at home, within educational environments, cultural expressions, the presence of community role models, and local government support (Suharyo & Nurhayati, 2020). This research illuminates the pivotal role of communication strategies in language preservation within the context of language teaching, especially for children.

The domain of instructional media also contributes substantial findings to language acquisition. Horsburgh and Ippolito's study (2018) examining learning from role models in clinical settings reveals that students can effectively learn by observing attention, comprehension, reproduction, and motivation (Horsburgh & Ippolito, 2018). Similarly, Corbett and Abdullah's research (2005) focusing on video modeling in autism intervention underscores distinct advantages, including focused attention, repetitive scenarios, and contextual associations with recreational activities, collectively contributing to heightened motivation (Corbett & Abdullah, 2005).

Given these revelations, there is potential for an in-depth study into the communication strategies utilized by an English educator through the lens of Bandura's theoretical framework. The primary objective of this research is to enhance our comprehension of the potential optimization of these strategies in the context of language instruction tailored for children. This endeavor entails comprehensively investigating the influence of these strategies on crucial elements encompassing

Maisarah...

children's attentiveness, grasp of content, retention of information, aptitude for imitation, acquisition of the English language, and the foundational motivational impetus to engage in learning. Notably, the distinctive contribution of this study rests in its precise implementation of Bandura's theory to scrutinize communication strategies within the domain of teaching the English language.

Within this context, the research gap that demands attention pertains to the practical application and utilization of Bandura's theory's components within the teacher's communication strategies. Specifically, this study delves into the mechanisms by which the teacher employs engaging elements to captivate children's attention, the strategies adopted to ensure understanding and retention of taught material, the facilitation of role modeling and opportunities for imitation, and the means through which the teacher instills motivation for English language learning.

Bridging this research gap has the potential to yield a comprehensive understanding of effective communication strategies in the realm of language teaching for children. The outcomes of this research stand to provide invaluable insights for educators, scholars, and educational practitioners alike, informing the development of more efficacious and stimulating pedagogical approaches for children's English language acquisition.

When delving into an examination of communication strategies showcased in the aforementioned video, the theoretical framework proposed by Bandura comes to the forefront. This framework encapsulates four fundamental elements, namely Attention, Retention, Reproduction, and Motivation, as highlighted by Siswadi (2022). The application of Bandura's theory holds significant relevance, especially in educating children. This theory delves into the intricate mechanisms that underlie how messages are not only transmitted but also absorbed, understood, and subsequently transformed into tangible skills through imitation (Bell, 2009). Moreover, the theory's emphasis on maintaining a continuous motivational drive aligns well with the challenges and dynamics of teaching young minds.

The first element, Attention, takes center stage in the educational video's success. Through captivating visual aids, interactive activities, and the instructor's enthusiastic demeanor, the video skillfully directs the children's focus towards the subject matter. The video lays a solid foundation for effective learning by arousing and sustaining their

attention (Bischof & Wagner, 2019). This leads to the second element, Retention, where the video's well-structured format aids in retaining the conveyed information. The incorporation of repetition, clear articulation, and visual cues enhances the children's ability to remember and internalize the content.

The third element, Reproduction, is aptly illustrated as the children actively participate in language activities demonstrated by the instructor. Bandura's theory suggests that individuals learn by emulating observed behaviors, and in this video, the children's active engagement mirrors this principle (Carter, 2018). Finally, motivation, the fourth element, remains a driving force throughout the video. The instructor's positive reinforcement and the children's evident enjoyment create a motivational loop where their active participation and success further fuel their motivation to learn (Biala, Kruk-Slomka & Jozwiak, 2013).

The scrutiny of the teacher's communication strategies in the video through the lens of Bandura's theory provides insight into how the adept use of communication strategies can heighten the efficacy of teaching English to children. This analysis not only offers valuable guidance to educators and parents in selecting communication strategies that are engaging, effective, and motivating but also contributes to a broader understanding of key communication elements that enrich the learning experience for children, enabling the more effective development of their English language skills.

RESEARCH METHOD

This study employs a qualitative research approach to analyze communication strategies used by a teacher in the video "How to teach Kids | from a Prague kindergarten, part 3 | English for Children." The investigation is conducted within the framework of Bandura's theory, encompassing Attention, Retention, Reproduction, and Motivation. The qualitative approach is chosen for its ability to elucidate complex phenomena inherent in instructing children in the English language (Ishak, 2020).

The chosen video, "How to teach Kids | from a Prague kindergarten, part 3 | English for Children," is selected based on its alignment with research objectives. Boasting over 9.1 million views, this video directly addresses teaching English to children and covers aspects earmarked for investigation in Bandura's theory.

Data collection involves a diverse range of methods for each aspect:

Maisarah...

Attention: Observational data captures captivating elements, children's reactions, and transcriptions of engaging scenes. Retention (Comprehension): Transcriptions note recurring words, visual aids, and tangible objects facilitating vocabulary comprehension and retention. Observational data records visual aids and images aiding children's comprehension. Reproduction (Imitation and Modeling): Transcriptions document teacher-student interactions demonstrating English word pronunciation and replicable phrases. Observational data notes children's involvement in imitation and repetition. Motivation: Observational data highlights children's expressions, participation, and interactions, reflecting motivational factors. Researcher observations underscore motivational undercurrents during the learning process.

Data analysis proceeds systematically: Firstly, the video is repeatedly viewed to grasp context, communication strategies, and focal areas for analysis. Secondly, relevant data elements, including colors, visuals, vocal modulations, exchanges, repetition, modeling, and reinforcement, are documented and analyzed through Bandura's theory. Lastly, gathered data is transcribed for comprehensive analysis.

The interpretation phase compares findings with Bandura's theory, covering Attention, Retention, Reproduction, and Motivation. The interplay between communication strategies in the video and Bandura's theory is delineated through pertinent data instances, yielding insight into how these strategies impact children's attention, comprehension, imitation, and motivation. Measures like data triangulation, meticulous documentation of analysis procedures, and reflective researcher engagement are employed to ensure research validity and reliability. These efforts collectively reinforce the research's integrity, accountability, and subsequent interpretation.

FINDINGS AND DISCUSSION

Findings

Within the video entitled "How to teach Kids I from a Prague kindergarten, part 3 I English for Children," diverse and efficacious communication strategies are adeptly employed by an instructor to impart English as a foreign language to young learners. Through an analytical lens rooted in Bandura's theory encompassing Attention, Retention, Reproduction, and Motivation, a more profound insight into the teacher's adeptness in engendering the children's interest, fostering their understanding,

Effective Communication...

encouraging learning through emulation, and inspiring their motivation to acquire knowledge is garnered.

Primarily, concerning the facet of attention, the instructor effectively captures the children's focus through an array of captivating elements. Notably, the strategic utilization of vivid and vibrant colors in backgrounds, props, and attire, both by the instructor and the children, captivates their visual interest. This chromatic splendor generates a positive and compelling impression, engrossing the children's attention. Moreover, integrating eye-catching and contextually relevant flashcards further contributes to sustaining the children's attention. These flashcards effectively supplement the instructional content by visually illustrating the meanings of the words and phrases being taught. For instance, when introducing the term "red," the presence of a conspicuously red object on the flashcard serves as a potent and visually stimulating cue for the children.

In addition to the strategies mentioned earlier, another noteworthy technique employed by the instructor is the modulation of their voice in a playful manner, effectively contributing to the maintenance of the children's sustained attention throughout the learning process. Through the skillful use of lively and rhythmic vocal tones, the instructor infuses the instructional environment with dynamism and enthusiasm. This deliberate alteration in vocal delivery not only adds an element of novelty but also serves to create an engaging auditory experience for the children. By varying their speech's pitch, tone, and rhythm, the instructor introduces a captivating rhythm that resonates with the children's innate inclination towards rhythm and melody. This auditory variation not only sustains the children's interest but also fosters a multisensory learning experience, enhancing the overall engagement and receptiveness to the instructional content.

Moreover, the video underscores the implementation of seemingly straightforward yet inherently intriguing elements, such as balloons, as integral tools in maintaining the children's focus and involvement. Children inherently possess a penchant for small and enjoyable objects, and this aspect is astutely leveraged within the instructional framework. By ingeniously incorporating a balloon as a prop for interactive English instruction, the video establishes a tangible and relatable connection between the learning material and the children's sensory experience. The presence of the balloon acts

Maisarah...

as a visual and tactile stimulus, effectively capturing the children's curiosity and prompting them to participate in the lesson actively. As the instructor interacts with the balloon while teaching, the children are visually engaged and emotionally connected to the lesson content. This tactile and visual interaction imbues the learning environment with a sense of playfulness and interactivity, allowing the children to connect abstract linguistic concepts with tangible and enjoyable elements. This, in turn, not only sustains their attention but also aids in solidifying their comprehension and retention of the taught English expressions.

A crucial aspect that significantly contributes to the maintenance of the children's attention is the establishment of a positive and constructive rapport between the instructor and the young learners. This rapport is nurtured through the instructor's genuine enthusiasm and zest for teaching, which resonates with the children's innate receptivity to engaging and lively interactions. The instructor's vibrant and engaging demeanor not only captures the children's attention but also establishes a strong emotional connection, creating an atmosphere where learning becomes a delightful and exciting endeavor.

The infusion of affirmative feedback and encouragement further solidifies this rapport and reinforces the children's attention to the instructional content. Acknowledging and appreciating the children's active participation and contributions, the instructor cultivates a sense of validation and achievement among the learners. This affirmation communicates to the children that their efforts are recognized and valued, nurturing a positive self-perception and a heightened motivation to remain engaged in the learning process.

The creation of such a dynamic environment, characterized by the instructor's enthusiasm and positive reinforcement, engenders a sense of enjoyment and fulfillment in the learning experience. This perception of learning as an enjoyable and rewarding activity encourages the children to invest their attention and efforts wholeheartedly. The children's sustained attention and active involvement stem from their perception of the learning process as a routine exercise and a meaningful and gratifying pursuit.

Furthermore, the positive rapport and engaging environment fostered by the instructor's approach communicate to the children that their learning is a valuable and worthwhile endeavor. This understanding bolsters their intrinsic motivation, as they

Effective Communication...

perceive the learning experience as an opportunity for personal growth, skill acquisition, and intellectual development. This perception fuels their commitment to maintaining attention and active engagement, as they recognize the inherent worth of the knowledge and skills being imparted.

The teacher uses different strategies that work well to ensure that the children remember what they are learning. One of these strategies is using strong pictures to help the kids understand and remember what they are being taught. The teacher is good at using real things that match their teaching words. For example, when talking about a "balloon," they actually show a real balloon. This helps the kids connect the word with the actual thing, making them understand better. This strategy helps the kids remember the words and their meanings more effectively.

At the same time, the teacher uses another helpful method to ensure the kids remember what they are learning. This method involves saying the same words and phrases repeatedly in different situations. The teacher does not just say the words but also uses their body to show the meanings. Repeating words and using gestures helps the kids connect the words with their meanings in their minds. To make things even better, the teacher uses the words in different ways, like in different kinds of sentences or fun games. This helps the kids see how the words can be used in different situations.

By using strong pictures, repeating the words, and showing how they are used in different situations, the teacher develops a smart plan to help the kids understand and remember better. This way, the kids can learn English words and understand their meanings more easily. Turning to the domain of Reproduction, the instructor adeptly embodies the role of a clear exemplar for the children to emulate and acquire English. The instructor pronounces words and phrases precisely and accurately constituting a model for the children to mirror. Each taught expression is enunciated with discernible intonation and impeccable articulation, allowing the children a platform to replicate and refine their pronunciation.

The video encapsulates a direct interaction between the instructor and the children, an interaction that serves as a conduit for witnessing and emulating accurate examples. This dynamic allows the children to internalize precise linguistic forms and pronunciations, subsequently facilitating their emulation and gradually enhancing their

Maisarah...

spoken language abilities. This emulation strategy creates an interactive and vibrant learning milieu that contributes to the children's linguistic advancement.

Lastly, within the domain of motivation, the instructor expertly curates an atmosphere that is both enjoyable and interactive. Evident through hearty laughter and radiant smiles, the instructor and the children are visibly engrossed in the learning process, embodying enthusiasm that pervades the video's ambiance.

The instructor employs affirmative reinforcement as a cornerstone of motivation, punctuating the children's endeavors and accomplishments with recognition and commendation. The genuine and appreciative praise accorded to the children for their correct word pronunciations and enthusiastic participation functions as a motivational catalyst. This praise serves to incentivize the children to persist in their efforts and strive for further enhancement of their English language skills. Additionally, the acknowledgment of their dedication and achievements bolsters their confidence, fostering a sustained eagerness and motivation for learning.

Within this supportive and positively charged environment, the children are galvanized to advance their proficiency in the English language with zest and zeal. The instructor's adept orchestration of a motivational milieu not only renders the learning experience enjoyable but also propels the children toward an unwavering commitment to their language development.

Discussion

The analysis of the communication strategies employed by the instructor following Bandura's theory, encompassing Attention, Retention, Reproduction, and Motivation, finds resonance with theories of child learning, particularly **social learning theory** or **observational learning**. **Social learning theory**, formulated by Albert Bandura, posits that children acquire knowledge **by observing and imitating the behaviors of others**. The outcomes of the communication strategies analysis within the video conspicuously align with the tenets of this social learning theory.

In terms of attention, the instructor adroitly employs captivating elements such as vivid colors, intriguing images, and vibrant voices to arrest the children's attention. This aligns seamlessly with the social learning theory's emphasis on attention as the foundational phase of learning. The selection of elements that captivate the children's interest conforms to their predisposition towards being engaged by stimuli that intrigue

those (Wulf & Lewthwaite, 2016). Pertinently, in the context of English language acquisition, the integration of visually compelling elements like bright colors and engaging images serves to ensnare the children's interest and focus. Bright colors serve as potent visual stimuli, while captivating images engender curiosity, fostering a conducive learning milieu (Mancini et al., 2022; Newport, 1990).

Moreover, engaging and dynamic vocal intonations play a pivotal role in captivating the children's focus. These vocal variations establish a lively, enthusiastic, and pleasurable atmosphere, thereby proficiently maintaining the children's curiosity and concentration. The adoption of these strategies aligns with the principles of social learning theory, considering children's inclination to participate more deeply in settings characterized by affirmative and animated auditory stimuli, such as melodious melodies or vibrant vocal expressions (Wulf & Lewthwaite, 2016; Mundy, Sullivan, & Mastergeorge, 2009).

Incorporating captivating elements effectively directs the children's attention toward learning English more effectively. As a result, their receptiveness and responsiveness to the conveyed material are heightened due to their intrigue and engagement with these captivating facets. This robust foundation sets the stage for subsequent learning phases, enabling the children to delve deeper into understanding and mastering the English language (Wulf & Lewthwaite, 2016; Mancini et al., 2022).

Regarding the facet of retention, the instructor adeptly implements the strategy of employing potent visuals, including tangible objects and pertinent images. This strategy aptly dovetails with the social learning theory's emphasis on the significance of potent visual symbols and mental imagery in the memory processes of children (Okuda et al., 2004). The instructor effectively reinforces the children's understanding by introducing tangible items like balloons and real-world objects to illustrate the taught words. The incorporation of physical objects facilitates the children's association between words and their concrete representations, leading to enhanced comprehension (Okuda et al., 2004).

Furthermore, the inclusion of relevant images significantly contributes to the children's comprehension and retention. Employing images pertinent to the taught vocabulary aids in visualizing the meanings of the words. This association between

Maisarah...

visual cues and words fosters a robust connection in the children's cognitive schema, thereby amplifying their understanding (Okuda et al., 2004).

The strategic repetition of words and their deployment in diverse contexts serves as an additional communication strategy to fortify comprehension and retention. Throughout the video, words and phrases are recurrently reiterated, both within the same context and across varied circumstances. This iterative approach reinforces the children's grasp of the vocabulary, facilitating effortless recall and application in diverse situations (Okuda et al., 2004; Jaswetz, Voogd, Becker, & Roelofs, 2022). Combining strong visuals, repetition, and using different contexts effectively helps children understand and remember better. This fits well with social learning theory's idea that using pictures and repeating things can help kids remember. By using these strategies, the teacher helps kids build a strong understanding of English vocabulary and remember it well (Okuda et al., 2004; Lotem, Halpern, Edelman, & Kolodny, 2017).

In terms of Reproduction, the instructor assumes the role of a clear role model, encouraging children to emulate and acquire English language skills. This approach mirrors the fundamental principles of social learning theory, which posit that children learn by imitating the behaviors exhibited by others (Putro et al., 2022; Siswadi, 2022). The video shows how the teacher says English words and sentences correctly. This helps the kids learn how to say things accurately. The teacher's clear speaking and careful showing of the right way to talk give the kids a good example to copy. This is important because the kids can see and copy the right way to talk (Putro et al., 2022; Yuliejantiningasih, 2020). Also, the teacher lets the kids try saying what they are learning. The kids are encouraged to copy the teacher's way of saying English words and sentences. This way of learning gets the kids really involved and helps them learn better (Putro et al., 2022; Johari, 2017).

This method helps the kids learn English patterns and speak them correctly on their own. By asking the kids to copy and using the teacher as an example, the video follows the ideas of social learning theory and helps the kids learn better (Putro et al., 2022). The teacher also makes the learning fun and interactive, which makes the kids excited about learning English. The teacher and kids have positive interactions, making the learning environment enjoyable. This matches with the ideas of social learning

theory, which say that feeling happy and involved in learning is essential. When kids have fun, engage actively, and feel good while learning, they want to learn more.

Empirical research by Deci and Ryan (2000) underscores the pivotal role of intrinsic motivation in the learning journey. Intrinsic motivation, rooted in an individual's internal drive for learning and achievement, is bolstered by factors such as curiosity, excitement, and personal fulfillment. The video strategically cultivates a pleasurable and interactive environment, effectively generating excitement and a sense of personal accomplishment among the children, intensifying their intrinsic motivation to learn English. Additionally, fostering affirmative interactions between the instructor and the children is a cornerstone for motivation. The instructor engenders an atmosphere of support, warmth, and confidence, buoyed by affirmative interactions. Acknowledging and praising the children's endeavors and achievements augments their motivational vigor. This acknowledgment effectively communicates the children's values and propels them to persist in pursuing enhancement and developing English language skills.

Research conducted by Hidi and Harackiewicz (2000) further substantiates the potency of acknowledging and praising children's efforts to enhance their learning motivation. By offering targeted and informative praise, and validating the children's exertions and accomplishments, both intrinsic and extrinsic motivations are invigorated. The video adeptly integrates specific commendation and recognition, fueling the children's intrinsic motivation and amplifying their dedication to learning English.

In the context of social learning theory, motivation assumes an instrumental role in steering behavior and optimizing learning outcomes. When children are motivated, their enthusiasm and perseverance in learning are augmented. The instructor expertly engenders strong motivation through the cultivation of an enjoyable and interactive environment and the conferment of commendation and recognition for the children's endeavors. This robust motivation serves to propel the children's sustained participation, enthusiastic learning, and the evolution of their English language skills.

In sum, the instructor adeptly embraces the principles of social learning theory, particularly in the dimension of motivation. Through the creation of a positive ambiance, affirmative interactions, and acknowledgment of the children's exertions and accomplishments, the instructor successfully fosters robust motivation for learning

English. This heightened motivation, in turn, empowers the children to cultivate their English language proficiencies with zeal and commitment ardently.

CONCLUSION

The video titled "How to Teach Kids | English for Children - Part 3 | from a Prague Kindergarten" demonstrates the instructor's skillful use of effective teaching methods. In summary, the instructor uses a variety of successful ways to teach English to children. Notably, the instructor captures the children's attention by using bright colors, relevant pictures, and lively and enjoyable voices and encouraging positive interactions between the instructor and the children. Also, the instructor helps the children understand and remember by using clear pictures, repeating words and sentences differently, and showing good examples to copy. Similarly, the instructor motivates the children to learn by creating a fun and engaging environment, having positive interactions, and praising their efforts and achievements. Overall, this video shows a successful way to teach English to children, covering important aspects like paying attention, remembering, practicing, and staying motivated.

REFERENCES

- Bell, I. (2009). Communication and language in mental handicap. *Journal of the British Institute of Mental Handicap (Apex)*, 2(13), 65-67. <https://doi.org/10.1111/j.1468-3156.1985.tb00285.x>
- Biala, G., Kruk-Slomka, M., Jozwiak, K. (2013). Influence of acute or chronic calcium channel antagonists on the acquisition and consolidation of memory and nicotine-induced cognitive effects in mice. *Naunyn-Schmiedeberg's Arch Pharmacol*, 7(386), 651-664. <https://doi.org/10.1007/s00210-013-0866-z>
- Bischof, D., Wagner, M. (2019). Do voters polarize when radical parties enter parliament?. *American Journal of Political Science*, 4(63), 888-904. <https://doi.org/10.1111/ajps.12449>
- Carter, E. (2018). Right-wing extremism/radicalism: reconstructing the concept. *Journal of Political Ideologies*, 2(23), 157-182. <https://doi.org/10.1080/13569317.2018.1451227>
- Corbett, B., Abdullah, M. (2005). Video modeling: why does it work for children with autism?. *Journal of Early and Intensive Behavior Intervention*, 1(2), 2-8. <https://doi.org/10.1037/h0100294>
- Horsburgh, J., Ippolito, K. (2018). A skill to be worked at: using social learning theory to explore the process of learning from role models in clinical settings. *BMC Med*

- Educ*, 1(18). <https://doi.org/10.1186/s12909-018-1251-x>
- Ishak, S. (2020). Teacher performance, parent's role, and student learning outcomes in muhammadiyah junior high school. *ujer*, 2(8), 529-539. <https://doi.org/10.13189/ujer.2020.080224>
- Jaswetz, L., Voogd, L., Becker, E., Roelofs, K. (2022). No evidence for disruption of reconsolidation of conditioned threat memories with a cognitively demanding intervention. *Sci Rep*, 1(12). <https://doi.org/10.1038/s41598-022-10184-1>
- Johari, A. (2017). Language beliefs among adult learners: individual differences. *IJE*, 1(10), 20. <https://doi.org/10.17509/ije.v10i1.7648>
- Lotem, A., Halpern, J., Edelman, S., Kolodny, O. (2017). The evolution of cognitive mechanisms in response to cultural innovations. *Proc. Natl. Acad. Sci. U.S.A.*, 30(114), 7915-7922. <https://doi.org/10.1073/pnas.1620742114>
- Mancini, M., Cherubino, P., Cartocci, G., Martinez, A., Flumeri, G., Petruzzellis, L., & Babiloni, F. (2022). Esports and visual attention: evaluating in-game advertising through eye-tracking during the game viewing experience. *Brain Sciences*, 10(12), 1345. <https://doi.org/10.3390/brainsci12101345>
- Mundy, P., Sullivan, L., Mastergeorge, A. (2009). A parallel and distributed-processing model of joint attention, social cognition and autism. *Autism res*, 1(2), 2-21. <https://doi.org/10.1002/aur.61>
- Newport, E. (1990). Maturation Constraints On Language Learning. *Cognitive Science*, 1(14), 11-28. https://doi.org/10.1207/s15516709cog1401_2
- Okuda, S., Roozendaal, B., McGaugh, J. (2004). Glucocorticoid Effects On Object Recognition Memory Require Training-associated Emotional Arousal. *Proc. Natl. Acad. Sci. U.S.A.*, 3(101), 853-858. <https://doi.org/10.1073/pnas.0307803100>
- Putro, N., Fitri, Y., Retnawati, H., Alsamiri, Y. (2022). Structural Relationships Among Student Teachers' Roles-strategies In Promoting Autonomous Language Learning. *Indonesian J. Appl. Linguist.*, 2(12), 489-500. <https://doi.org/10.17509/ijal.v12i2.45069>
- Siswadi, G. (2022). Pandangan albert bandura tentang teori kognitif sosial dan kontekstualisasinya dalam sistem pendidikan hindu. *JAPAM*, 01(2), 1-11. <https://doi.org/10.25078/japam.v2i01.165>
- Suharyo, S., Nurhayati, N. (2020). Pemilihan dan pemertahanan bahasa jawa pada kaum perempuan pesisir rembang. *Lit*, 3(19), 397-413. <https://doi.org/10.21831/ltr.v19i3.28699>
- Triwardhani, I., Trigartanti, W., Rachmawati, I., Putra, R. (2020). Strategi guru dalam membangun komunikasi dengan orang tua siswa di sekolah. *kajian.kom*, 1(8), 99. <https://doi.org/10.24198/jkk.v8i1.23620>
- Wulf, G., Lewthwaite, R. (2016). Optimizing performance through intrinsic motivation and attention for learning: the optimal theory of motor learning. *Psychon Bull Rev*, 5(23), 1382-1414. <https://doi.org/10.3758/s13423-015-0999-9>
- Yuliejantiningasih, Y. (2020). The implementation of online learning in early childhood education during the covid-19 pandemic. *JPUD*, 2(14), 247-261. <https://doi.org/10.21009/jpud.142.04>

Artikel Maisarah, Fanani Effective Communication

ORIGINALITY REPORT

2%

SIMILARITY INDEX

1%

INTERNET SOURCES

1%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

www.ejournal.umpri.ac.id

Internet Source

<1%

2

digitalcommons.liberty.edu

Internet Source

<1%

3

dergipark.org.tr

Internet Source

<1%

4

Endang Suciati. "Dekonstruksi patriarki khaled hosseini dalam novel a thousand splendid suns", Diglossia: Jurnal Kajian Ilmiah Kebahasaan dan Kesusastraan, 2017

Publication

<1%

5

www.socialpsychology.info

Internet Source

<1%

6

www.researchgate.net

Internet Source

<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On