

DEVELOPING ROW-VOCABPOLY AS A MEDIA OF TEACHING VOCABULARY FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak: Pada kenyataannya, vocabulary merupakan elemen terpenting dalam belajar Bahasa. Namun, berdasarkan observasi yang telah di laksanakan oleh peneliti pada proses pembelajaran vocabulary di SMPN 1 Trenggalek cukup mengecewakan. Sehingga penelitian ini bertujuan untuk mengembangkan media pembelajaran vocabulary untuk siswa SMPN 1 Trenggalek. Media ini dipersembahkan untuk menarik perhatian mereka dalam belajar vocabulary yang menyenangkan, menantang dan kontekstual. Penelitian ini menggunakan metode Penelitian dan Pengembangan (R&D). Subjek dalam penelitian ini adalah siswa kelas VII J SMPN 1 Trenggalek berjumlah 31 siswa, diantaranya 15 laki-laki and 16 perempuan. Peneliti telah melakukan analisis kebutuhan untuk mengetahui kebutuhan siswa, dan melanjutkan mempelajari beberapa teori terbaru, mengembangkan produk dan memvalidasi produk kepada ahli. Selanjutnya, peneliti melakukan pengujian lapangan produk di kelas dan mengumpulkan data penelitian menggunakan kuesioner dan catatan observasi lapangan. Hasil temuan kuesioner dalam proses analisis kebutuhan menghasilkan persentase total 93,5%. Berdasarkan hasil tersebut, dapat dikategorikan sangat kuat dan dapat dikatakan bahwa temuan dari penerapan kuesioner dalam analisis kebutuhan dapat digunakan sebagai dasar untuk mengembangkan media pembelajaran vocabulary. Ketika media telah sepenuhnya dikembangkan, peneliti memvalidasi pengembangan produk kepada ahli. Kemudian, hasil temuan observasi di lapangan membuktikan bahwa siswa menikmati dan tampak serius menggunakan media pengembangan. Selain itu, siswa tampak penasaran dan termotivasi untuk mempelajari kosakata. Yang terakhir, hasil temuan dari kuesioner setelah pengujian lapangan membuktikan bahwa sebagian besar siswa setuju media pembelajarannya sesuai dengan kebutuhan mereka dan secara otomatis membuat mereka senang, termotivasi dan tertantang dalam pembelajaran vocabulary. Berdasarkan hasil temuan diatas, dapat di simpulkan bahwa pengembangan media pembelajaran berhasil memenuhi kebutuhan siswa.

Kata Kunci: Media Pembelajaran, Row-Vocabpoly, Vocabulary.

Abstract: As a matter of fact, vocabulary is essential for any language learners. Unfortunately, based on observation done by the researcher on the teaching-learning process of English vocabularies in SMPN 1 Trenggalek was disappointing enough. Thus, this research aims to develop vocabulary teaching media for students of SMPN 1 Trenggalek. The press is dedicated for them to make them interested in vocabulary learning with fun, challenging and contextual material in it. This research was conducted by using Research and Development (R&D).

Meanwhile, the subject of this research was the J class of SMPN 1 Trenggalek. The entire matter was 31 students, consisted of 15 males and 16 females. The researcher had done a need analysis to know students' needs, and then she continued studying some recent theories, developed the products and validated the products to the expert. Further, the researcher did field testing of the product in the class and collected the data of the research using questionnaire and observation field note. The finding of the questionnaire in the process of need analysis resulted in a total percentage of 93.5%. Based on the result, it could be categorized as very strong, and

it can be said that the findings of questionnaire implementation on need analysis could be used as a basis for developing vocabulary teaching media. As the media had been fully developed, the researcher validated the product development to the expert. The last, the findings of the questionnaire after field testing the product proved that most students agreed that the media is appropriate with them and automatically make them fun, motivated and challenged in vocabulary learning. Based on the research findings above, it can be concluded that the developed teaching media were successful in fulfilling the students' needs.

Key Words: Teaching Media, Row-Vocabpoly, Vocabulary.

INTRODUCTION

Teaching vocabulary is necessary, and it is a life long study to pursue language development from time to time (Basuki Y, 2017:13). Accordingly, vocabulary is necessary to be taught to any language learners, and we believe that the dictionary of language always develops from time to time. Without having enough vocabulary, it is tough to master language skills such as listening, speaking, reading, writing and another component

Meanwhile, vocabulary is the foundation of learning language, if you make a grammar mistake, people may still understand you anyway, but when you do not know what the word that you need, it will make frustrating for you. As the linguist David Wilkins in Thornbury in Basuki, Y (2017:16) states "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

Learning vocabulary is not easy; it needs a long time to master vocabulary and the success of learning a language can be seen from how many dictionaries are used by them self in oral or written communication. As Basuki, Y (2017:13) defines "we know in many EFL classes; even the teachers have taught an abundance vocabulary, the students' English performance result is disappointing." Because of the difficulty of learning vocabulary, the learners need motivation such a new teaching vocabulary media to make the learner more interested.

According to observation done by the researcher on February 2nd, 2018, one of junior high school in Trenggalek used curriculum 2013. Curriculum 2013 states that the learning target of the study is to make students able to practice, to try, to string up, to modification also to make based on material in the school. Especially on vocabulary class, teaching vocabulary today is to listen and repeat; the teacher tells the names, numbers, and locations of the things then the students will repeat the words loudly, clearly and correctly. Only a few students give attention to that activity. Dealing with

the observation above, the researcher has an idea in varying a new way of teaching vocabulary on purpose to get a fun learning and variety.

Meanwhile, "Monopoly games is one of game that can be used to teaching various skill and can makes learning more fun, happy, relaxed for students and help support the students' to arrest their interest of lesson and games can help the students' to mastering vocabulary well" Hasanah, S (2012:2). Accordingly, Monopoly games have a great opportunity to develop as a media of teaching vocabulary. In this research, the researcher developed monopoly as a media of teaching vocabulary called Row-Vocabpoly. Row-Vocabpoly is derived from "Row," "Vocab" and "poly." Hornby (1991) "Row" is some people or things in a more or less straight line and "Vocab" is abbreviation from the vocabulary that is mean the body of words used in a particular language.

Furthermore, "poly" is a suffix meaning "many," those, Row-Vocabpoly is a many less straight line of words used in the English language. Name of Row-Vocabpoly taken by the characteristic of the media that have many less straight lines of words. Row-Vocabpoly has future some like a monopoly game, there a: chance cards, community chase cards and using the dice as a token, the dice itself has numbers and commands, and who has many vocabularies, in the end, that is the winner.

Considering the problem above, the researcher is interested in developing a media for teaching vocabulary; the writer is involved in research and development entitled "Developing Row-Vocabpoly as a Media of Teaching Vocabulary for Junior High School Students."

By the description of the research above, the researcher formulates the problem as follow "how is Row-Vocabpoly vocabulary teaching media developed for junior high school students?"

Most importantly, this research aims to develop Row-Vocabpoly as vocabulary teaching media for junior high school students.

Then, the product of this research is teaching media which is adapted from monopoly game, that using the dice, the token will be moved based on the number and the number has some commands. It is a 130 cm x 130 cm sized rectangular-shaped board with 40 squares on it, there are: start, go to jail, in jail & just visiting, free parking, 3 squares are chance, 3 squares also are community chest, 22 squares are words and the more eight squares are the part of speech, namely noun, pronoun,

verb, adverb, adjective, preposition, conjunction and determiner. This media also has "chance cards" and "community chase cards."

The research hopefully gives some significances for people especially in the educational setting as one of educational toy and it is hoped can be one of the ways to master vocabulary easier. Theoretically, this research may give three contributions for people as follows: for the teacher; they will use the finding of the study as their references in teaching, for the students it will be learning motivation in learn vocabulary, for the next researchers it can be a reference to the similar research. Practically, this research may give contribution for people as follows: for the teacher, they may use the finding of the study in teaching-learning process, the teacher may apply the result of the research with another subject, for elementary school teachers also may ask the consequence for their students and using simple "words." For the students, they will study hardly by fun learning; they will know the "word" from the other side, such a synonym, antonym, meaning and others, they will know the different word classes. For the parents, this media is expected to be one of the educational toy options for their children at home.

Meanwhile, the scope and limitation of the research are limited to learning vocabulary for seventh-grade students of junior high school in the downtown of Trenggalek. This media is designed in varying a new way of teaching vocabulary for junior high school students. Furthermore, this research is limited both on the students of states at school and at home.

Getting to know teaching according to some expert states that "teaching about the 'transmission' of knowledge from teacher to students" (Harmer, Jeremy 1988:107), then Nicholls (2002:8) states that "teaching is a continuous activity that requires creative thinking and problem-solving." Next to Mc Donald in Hamalik (2003:49) argues that "education, in a sense used here, is a process or an activity which is directed at producing desirable, changes in the behavior of human beings." According to the experts above, teaching is the transmission of knowledge from teacher to students; it is a continuous activity that requires creative thinking and problem solving which is directed at producing desirable, changes in the behavior of human beings.

Thus, the definition of media according to some expert is the plural form of "medium" (Nurseto, Tejo 2011:20), which derives from Latin word "medium" that has meaning "middle." Association for Education and Communication Technology (AECT) defines that media is every tools and channel used to convey some information or

messages. Meanwhile, Heinich et al. (1982) in Nurseto, Tejo (2011:20) defines that media as “the term ever to anything that carries information between a source and a receiver.” Base on the definition above, “Media is plural form of “medium”, which derives from Latin word “medium” that has meaning “middle” than media in teaching and learning process is every tools and channel used to convey and deliver some information or messages from teacher (source) to students (receiver).

However, Basuki et.al (2018:66) argue that to determine materials for EFL learners such as the ones for junior high school students, it is, of course, necessary to determine the materials that emphasize on learners’ needs. Thus, Mukminan in Nurseto, Tejo (2011: 24) states that “to develop teaching media needed interested the principle of **VISUALS**, namely Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured.” Meanwhile, Tomlison (2012) cited by Latifah (2014) in Basuki, Y (2017: 13) states that "material development refers to all the processes made use of by practitioners who produce and/ or use materials for language learning; including materials evaluation, their adaptation, design, producing, exploitation and research". Thus, media development is all the processes made use of by practitioners who produce and use materials for language learning; including materials evaluation, their adaptation, design, producing, exploitation, research and the principle of **VISUALS**, namely Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured which are based on the learners’ needs.

RESEARCH METHOD OF DEVELOPMENT

The researcher researches Junior High School students one of Trenggalek. It is located in Jl. Dr. Soetomo No.10, Ngantru, Trenggalek East Java, with the phone number (0355) 791447. Then, the subject of the study in this research is class J, seventh-grade students'. They are 31 students, consists of 15 males and 16 female students. Meanwhile, the object of the research is the vocabulary teaching media. The research chooses this object because vocabulary is one of the essential element to learn the English Language.

The research design in this research is research & development (R&D). As Gall et.al (2003) in Basuki et.al (2018:124) stated that “educational R&D as an industry-based development model whose findings are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.” Moreover, Sugiyono (2017:297) defines "elaborated that this method can be used to produce

new materials and try out the effectiveness of the materials that have been produced and also useful for the most people." Accordingly, the researcher uses the R & D method in this research to develop vocabulary teaching media is beneficial and interest for junior high school students. The researcher searches the weakness and revises the developed teaching media until meeting specified criteria of effectiveness, fun learning and useful for most people.

To develop vocabulary teaching media in this research, the researcher takes five steps adapted from Latief in Basuki et.al (2018:124) they are: need analysis, studying recent theories of educational product development, developing the educational products, validating the products to experts, and field testing the products. Each is described in figure 1.1 below:

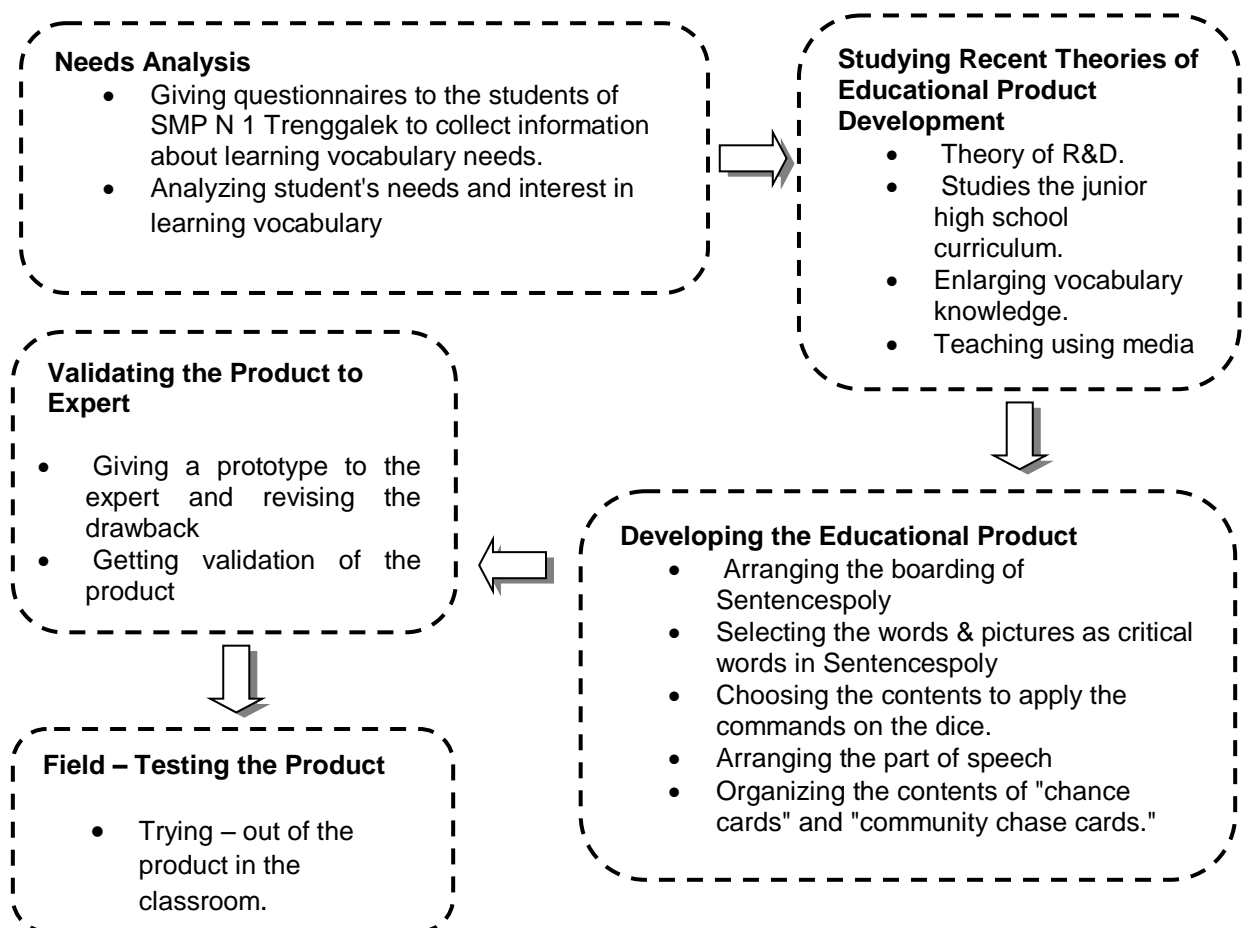


Figure1.1 Procedure of Development (adapted from Basuki et.al (2018:124))

Meanwhile, in collecting the data of this research, the researcher uses questionnaire and observation. The researcher uses the questionnaires twice. First, it is to collect the students need analysis, it uses "Yes" and "No" questions, for instance: *"Belajar vocabulary merupakan sesuatu yang tidak mudah, tetapi akan lebih*

membantu apabila belajar menggunakan media” *“Salah satu hal terpenting dalam belajar vocabulary adalah mengetahui, memahami, dan mampu membedakan kelas kata dalam Bahasa Inggris”* *“Dengan media pembelajaran dapat memperjelas penyajian pesan dan informasi yang saya terima”*. For the second, it is uses to know the responses after field testing the product in their class, it is uses Likert questions. This instrument consist of 20 statement of each to know the students and teacher responses, such as : *“Media pembelajaran Row-Vocabpoly merupakan media permainan yang dapat menciptakan suasana kelas lebih bervariasi dalam belajar vocabulary”* *“Menggunakan media pembelajaran Row-Vocabpoly memudahkan saya dalam belajar vocabulary dan mempunyai fitur-fitur yang dapat menambah pengetahuan saya dalam belajar vocabulary”* *“Media pembelajaran Row-Vocabpoly sangat menarik untuk di implementasikan karena saya merasa tertantang untuk memecahkan fitur-fitur yang ada dalam media tersebut”*.

On the other hand, the researcher used observation to get the supporting data. Observation is a basic method for obtaining data in qualitative research (Ary et al., 2010: 431). Observation is usually defined as the activities of monitoring and taking a note systematically about phenomena which are observed. In this research, the researcher use observations field notes. Meanwhile, Ary et al., (2010: 435) define "Field notes are the most common data collection technique used in observations. Field notes contain what the researcher has seen and heard". Field notes may include photographs and audio and video recordings. In this research, the researcher uses observations field notes to record the data about the activity during students doing the test in the classroom.

FINDING AND DISCUSSION

Finding on Need Analysis

The conclusion of the questionnaire shows that the mean of the total percentage was 93.5%. Based on the result of the rate it can be categorized as very strong. It can be said that the questionnaire can be used as a basis to develop vocabulary media based on the students' needs. From the findings of each item, it can be seen that:

Table 1. Finding on students' questionnaire

Finding a questionnaire on need analysis	All of the students agree that learning vocabulary requires familiarity in every use, then learning vocabulary using media toys bring they real experiences to attract their spirit, and use teaching media may increase active on learning vocabulary process.
	Nearly 90% of students agree that there cannot study alone using a dictionary, and learning vocabulary in grouping give contributed vocabulary more.
	More than 90%, students agree that they feel bored with the class, they needed a new situation as a fun situation like use picture and colorful it can give more interested in them.
	More than 95%, students agree that learning vocabulary using educational toy will attract their curiously on learning, it can design like as monopoly games
	More than 90%, students agree that monopoly game adapted as an educational toy to mastery vocabulary effectively in learning vocabulary process.

Characteristics, Contents, and Features of Vocabulary Teaching Media

The product of this research is teaching media which is adapted from monopoly game, that using the dice, the token will be moved based on the number and the number has some commands. It is a 130 cm x 130 cm sized rectangular-shaped board with 40 squares on it, there are: start, go to jail, in jail & just visiting, free parking, 3 squares are chance, 3 squares also are community chest, 22 squares are words and the more eight squares are the part of speech, namely noun, pronoun, verb, adverb, adjective, preposition, conjunction and determiner. This media also has "chance cards" and "community chase cards."

Finding of Expert Validation

Having the material wholly developed, the researcher than consulted the product to the expert. She is Mrs. Sri utami dewi, M.Pd as a Vocabulary lecturer in STKIP PGRI Trenggalek. The researcher asks the expert until three times.

Table 2. Before and after validation by expert

Time	Before	After
First	the design of the board needed to revise to be more attractive	Boarding design more attractive
Second	The money needs to be changed on the picture, with the picture students will know more easily	The money design using the picture
Third	Change the name of the media from Sentencespoly to Row-Vocabpoly	The name of the media is Row-Vocabpoly

Finding of Field Testing The Product

Table 3. Field testing the product

Source	Findings
Students' questionnaire after field testing the product	Students very appropriate and interested with the developing teaching media, the fun, enjoyable and active in the learning process using media, students felt variety in learning vocabulary process
Teacher' questionnaire after field testing the product	The teacher concludes that nearly all of the students studying enjoyed and conscientiously used the teaching media development, students felt curious and motivated to learn vocabulary, then on the second meeting students had been knowing the rules of the way and learning process had been fun.
Observation during field testing the product	Students fun, enjoyable and active in learning process using media, students followed step by step the instructed by the teacher, and the students want to play this game anymore, another the teacher always handles the situations and teacher and students successfully did the learning process.

RESEARCH DISCUSSION

Discussion of The Research Finding of Questionnaire on Need Analysis

The finding of need analysis questionnaire implemented on the students SMP N 1 Trenggalek shows that most of the students needed fun learning and effectively in learning vocabulary process, they also needed teaching media to make students critical thinking as a monopoly game, used picture and full color, primarily to teach vocabulary for junior high school students in Trenggalek downtown. The finding of the research is in line with the result of Borkar in Purwanto, et al. (2012:71) "Developing critical thinking skill in a person can be duly undertaken with the help of critical thinking games. Critical thinking games are some of the most fun and effective way of including the skill of critical thinking in a person". Than Ruhama in Purwanto et al. (2012:71). "Cooperative model learning by using monopoly game media effects on students' learning outcomes." According to the finding research and the theory, it can be concluded that adapted monopoly as a media to teaching vocabulary is a great way, make fun learning and effectively in learning vocabulary process.

Discussion of The Research Finding of Expert Validation

The finding of expert validation she said that the product was exciting and enjoyable. She argued that the product was good enough acquired to implemented in the class.

It was in line with the theory from Sandford et al., they stated that student's motivation might arise when students were using game familiar from their home environment, and when students were able to have some degree of autonomy in playing games. As we had discussed above, it can be concluded that the developing material was will design to fulfill the students' needs.

Discussion of The Research Finding of Observation During Field Testing

The finding of observation field note can be said that students studying enjoyed and seriously used the teaching media development; students felt curious and motivated to learn vocabulary. As Hamalik in (Arsyad, 2011:15) in Purwanto, et al. (2012:70) the use of learning media in the teaching-learning process could rise interests and new desires, also increase motivation and learning stimulation. The help of a game can raise Students' interest and motivation". Based on the discussion above the researcher concluded develop teaching media can be said that students studying enjoyed and seriously, increase motivation and learning stimulation by the help of game as Basuki (2016:44) argues that the motivated language learners tend to show favorable attitude and will to exert the goal of learning a language.

Discussion of the Research Finding of Questionnaire after Field Testing

The finding of the questionnaire after field testing show that students very appropriate and interested with the developing teaching media, the fun, enjoyable and active in learning process using media, students felt variety in learning vocabulary process. It was in line with the theory from Larsen and Freeman that the games help students to find their enjoyable. As Heaton state that students usually experience a problem in mastering this complex area of language. Based on the discussion above, the research can conclude that developing teaching media were the success to fulfill students' need. It can be seen from the result of the percentage above. Students fun, enjoyable and active in the learning process using media.

CONCLUSION AND SUGGESTION

Considering the finding that has been showing that the developed Row-Vocabpoly as a teaching media were a success to fulfill students' need. There were many kinds of finding in the previous chapter. The first was the finding on need analysis questionnaire show that most of the students needed fun learning and effectively in learn vocabulary process, they also required teaching media to make students critical thinking as a monopoly game, used picture, and full color, primarily to teach vocabulary for junior high school students in Trenggalek downtown. Then next the finding of observation field note can be said that students studying enjoyed and

seriously used the teaching media development, students felt curious and motivated to learn vocabulary. The last the finding after field testing questionnaire, students very appropriate and interested with the developing teaching media, the fun, enjoyable and active in the learning process using media, students felt variety in learning vocabulary.

Given the findings, discussion and conclusion elaborated above, it is suggested for students especially for the teacher and other research. For the teachers, they may use Row-Vocabpoly as one alternative media or variety in teaching vocabulary. As a matter of fact that using Row-Vocabpoly could students felt curiously and motivated to learn vocabulary, also make students critical thinking. For the students, it is suggested to use Row-Vocabpoly as one of the games that can help them learning vocabulary; this research had been proved that Row-Vocabpoly game could builder their vocabulary. The last, for the next researchers it is suggested to use the results of this research as a reference to develop some product or to update their professional knowledge.

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