

The Use Of Video Tutorial In Teaching Writing Procedure Text At Seventh Grade Of SMP Negeri 1 Pematang Siantar

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Abstrak

Tujuan dari penelitian ini adalah untuk memperoleh bukti empiris tentang pengaruh penggunaan video tutorial dalam pengajaran menulis teks prosedur di kelas tujuh SMP Negeri 1 Pematang Siantar. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain penelitiannya adalah quasi eksperimen. Sampel penelitiannya adalah siswa kelas VII SMP Negeri 1 Pematang Siantar. Subjek penelitian ini adalah kelas VII-9 sebagai kelas eksperimen dan VII-11 sebagai kelas kontrol. Setiap kelas terdiri dari 30 siswa yang dipilih dengan teknik purposive sampling. Kelas eksperimen diajarkan dengan menggunakan Video Tutorial sedangkan di kelas kontrol diajarkan tanpa Video tutorial. Instrumen pengumpulan data menggunakan tes menulis untuk pre-test dan post-test, rubrik penilaian menulis Jacob dkk digunakan dalam penelitian ini, yang mencakup dua aspek: konten dan organisasi. Hasil yang diperoleh dari penelitian ini terbukti dari nilai rata-rata post-test siswa pada kelas eksperimen adalah 79,56 dan nilai rata-rata pre-test adalah 49,36 yang diajarkan dengan menggunakan video tutorial peningkatannya lebih baik dibandingkan dengan kontrol. kelas, pre-test pada kelas kontrol sebesar 60,63 dan post-test pada kelas kontrol sebesar 71,73. Hasil perhitungan uji t sebesar 2,865 lebih besar dari T hitung < T tabel dimana T hitung sebesar 2,865 dan T tabel untuk df 58 = 1,672 (2,865 > 1,672) sehingga Hipotesis Alternatif (Ha) diterima dan Hipotesis Nol (H0) ditolak. Dengan demikian, penggunaan Video Tutorial memberikan pengaruh yang signifikan dalam pengajaran menulis Teks Prosedur di kelas tujuh SMP Negeri 1 Pematang Siantar.

Kata kunci: Teknik Penulisan; Teks Prosedur; Video Tutorial

Abstract

The aim of this research was to obtain the empirical evidence about the effect of using video tutorial in teaching writing procedure text at seventh grade of SMP Negeri 1 Pematang Siantar. The method used in this research was a quantitative method and the research design was a quasi - experimental. The sample of the research was seventh grade students of SMP Negeri 1 Pematang Siantar. They were VII-9 as the experimental class and VII-11 as control class. Each class consisted of 30 students which was selected by purposive sampling technique. The experimental class was taught by using Video Tutorial while in the control class was taught without Video tutorial. Data collection instruments used writing tests for pre-test and post-test, Jacob et al writing assessment rubric was used in this research, which includes two aspects : content and organization. The result obtained from this research showed it was proven from the mean score of the post-test of students in experimental class was 79,56 and the mean score of pre-test was 49,36 that were taught by using video tutorial which was improved better than the control class, pre-test in the control class was 60,63 and post-test in the control class was 71,73. Moreover, the result of the t-test calculation was 2,865 which is higher than that T count < T table where T count was 2,865 and T table for df 58 = 1,672 (2,865 > 1,672) than Hypothesis Alternative (Ha) accepted and Null Hypothesis (H0) was rejected. Thus, the use of Video Tutorial gives significant effect in teaching writing Procedure Text at seventh grade of SMP Negeri 1 Pematang Siantar.

Keywords: Writing; Procedure Text; Video Tutorial

INTRODUCTION

English is the global language that is utilized as the first international language to communicate with people all over the world. According to Brain (2005) cited in , English is not only used as an official language in many countries, but it also impacts a variety of cultures in a huge number of countries; it is the world's main language of communication. In order to graduate, students must master four languages (Quiroz et al., 2021). Namely; speaking, listening, reading, and writing. The most crucial skill that pupils learn in school is writing. For one to experience absolutely success in writing, all parts of language abilities must be fully concentrated (García & Weiss, 2019).

Writing is one of the most difficult aspects of English language skills. According to Brown (2001) "writing is the process of putting thoughts, feelings and perceptions into words through the process of thinking (gathering ideas), composing (writing and revising (re-organizing)). Richard and Renandya (2002) stated that writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. In learning English, writing is always placed in the last after listening, speaking and reading (Mortazavi et al., 2021).

Writing is one of the skills that students must master. It is very important for students because they can put their thoughts into writing. Therefore, students must learn to write. Based on this, the ability to write is very important (Rahandi et al., 2020). It contains some rules in every word that would be written. Writing is not only developing ideas into a piece of writing, but also paying attention to the rules in the writing process carefully. According to Graham and Perin (2007), writing has two benefits : 1. Writing is a skill that requires the use of a variety of strategies (such as planning, evaluating, and revising text) to achieve a variety of goals, such as writing a report or expressing an opinion with evidence; 2. It is a means of extending and deepening students' knowledge, and it serves as a tool for learning subject matter (Bin-Tahir et al., 2017).

Writing is not just about combining words into sentences, connecting sentences into paragraphs, and organizing paragraphs into a text. Writing also requires grammatical and lexical skills, as well as an understanding of applying grammatical information. When learning to write, one must understand vocabulary, grammar, spelling, punctuation, and other aspects of the writing process (Salem, 2019). On the other hand, when teaching students to write, language must be produced through writing. Douglas Brown (2001), defined that the products of writing are frequently outcome in specialized think, composing, editing procedures demand specialized expertise, talents that not each other naturally improves. Based on my observations when I did my PPL at SMP Negeri 1 Pematang Siantar, I noticed that almost all students, especially those in grade 7, were not interested in learning to write. The students had very little writing experience. There are several reasons why students believe that writing is difficult. First, they have difficulty in gathering and organizing their ideas into a cohesive paragraph. Second, students are not have many ideas about what to write and do not know how to start writing. Third, students are afraid of making mistakes (Widya et al., 2020).

In this research, the researcher focused on procedure text. Because students are expected to be able to express their ideas in sentences, paragraphs, or essays through procedure text. They are given procedure text learning materials to complete the task (Sari & Aminatun, 2021). Anderson (2003) stated that the procedure text is a place where the text gives us interactions to do something. The goal of this form of procedure writing is to teach how to do something. This text is made up of a series of steps or procedures that the reader must complete in order to attain the text's goal. According to Pardiyono (2007), procedure text contains information about how something is done through a series of activities or procedures. This can be in the form of step-by-step directions on how to do or produce anything. Procedural text can be found in game rules, cooking recipes, ATM machines, and so on. These are examples of procedure texts that students may encounter in their daily lives. This helps students in learning to write procedural texts (Firdaus, 2019).

There are two important elements that students must evaluate. They are the process text's generic structure and language features. A procedure text's generic structure is separated into three sections: objective, ingredients or material, and method or steps. The generic structure of the procedure text according to Knapp and Watkins (2005), they stated that procedure text is concerned with telling someone how to do something. As a result, procedure texts are often structured with a title (purpose), materials/equipment, and steps. For language features, procedure texts use simple sentences, use a lot of action verbs for commands (stir, cut, chop), use the present tense as the imperative form, sometimes it is not enough to make good instructions, if only using the imperative form of the present tense (Harahap, 2022). However, to make it better and easier to follow, we need comparative order such as then, after that, next, finally, etc. To support the text, there is also numbering such as first, second, third, fourth, etc. which is used to indicate several variants of order (Wildani, 2021).

Teachers can use various approaches to help students organize their ideas and solve writing difficulties. Some teaching materials can help facilitate the learning process. The media has a significant impact on the teaching and learning process. Media helps teachers to convey ideas more concretely and also motivates students to learn English. As stated by Harmer (2001) "One of the techniques to teach writing is by using video". As therefore, video can help students maintain their attention while learning unknown subjects. Video is one kind of media that can help with teaching and learning, particularly when creating procedural texts. Video is a type of material that can be used and connected to each other according to the sequence of events. So the main purpose of this video is for students to understand events based on time sequence. Students will be very interested in the use of videos, and they will be better able to express their ideas when writing procedure texts after seeing procedure text videos (Harahap, 2022).

In the learning process, videos are needed to help teachers deliver interesting and fun learning materials so that students are not bored during learning. Students can get a lot of inspiration to create procedural texts by watching videos. In addition, the reason for choosing to use videos as media in this study is because according to Lance (2007) stated that video can attest a compelling

educational experience. Students can better understand and remember information when they watch videos. It is supported by Harmer (2003) that video can help the students to think what they will put or write after watching the video. Because they are not only listening to the sound, but they may recognize it by the gestures of each character in the videos (Villyastuti, Raharjo, Sugiyo, & Rusdarti, 2022).

As a result of these challenges, the researcher believed that using instructional aids or media is one of the greatest ways to solve the problem and assist pupils. The proper selection and usage of media is critical because it can improve student participation in the teaching and learning process. It is stated that employing media to teach procedure text writing is extremely significant and highly recommended since it can assist students in developing their procedure text writing skills by demonstrating how something is done (Marsevani, 2022). Tutorial videos are one short of media that can help students create procedure manuals. A tutorial video is a video that transfers knowledge about how to achieve something via the use of a series of instructions," states by Sumarni (2014). It is an audio-visual assistance for students that can assist them in writing more imaginative paragraphs. Viewing videos may also provide students with more writing ideas. Video tutorials act as a stimulus to develop words, sentences, or even expressions needed to form a paragraph.

In addition, video tutorials keep students from feeling bored. If children are interest in what they are doing, they will naturally continue to enjoy the classroom lessons. According to a previous study by Septiana (2012) titled "Optimizing The Use of YouTube Video to Improve Student Competence Writing Procedure Text," procedure text used Tutorial Video can make a particularly powerful contribution to both the content and the process of teaching learning, particularly to interest and motivation. In addition, various video tutorials that relate to each other depict events, procedures, or chronological steps from first to last in a systematic manner.

Based on the fact above, the researcher has chosen to do a research with title "The Use of Video Tutorial in Teaching Writing Procedure Text at Seventh Grade of SMP Negeri 1 Pematang Siantar" ..

METODE

In this research, the researcher was applied the quasi-experimental research design. According to Ary et al (2010) "Quasi- experimental designs was used when the investigator can not randomly assign subjects to treatments". In quasi experiment design the researcher could not chosen the sample randomly from the population because the researcher was not made a new class that can be disturb school learning process. Ary et al (2006) stated that the illustration of randomized subjects, Pre-test, Post-test control group. The place of the research was conducted at SMP Negeri 1 Pematang Siantar, which was located in Jl. Merdeka No.331 Pematang Siantar, Pardomuan, kec Siantar Timur, Kota Pematang Siantar, Provinsi Sumatera Utara. This research was carried out in two classes of grade seventh academic year 2023/2024. Population is the entire group of people or objects from which data is gathered for the research study. According to Creswell (2012), a population is a group of individuals who had the same characteristic. In this

research, researcher used all the students in the seventh grade of SMP Negeri 1 Pematang Siantar as the population. The total population of students in seventh grade consists of 330. (Zulaikah, Agustina, & Muklas, 2018)

Sample is a portion of the population (the research population). Creswell (2012) stated that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher used the purposive sampling technique to get the data based on the indicators of the variable and used two classes of seventh students as samples, for a total of 330 students. One class was selected as the experimental class, and the other was selected as the control class. The sample are 60 students: there are 30 students VII-9 an experimental class by using media video tutorial, meanwhile 30 students in class VII-11 as a control class not using video tutorial.

The instrument of this research, researcher was used written test to be student's ability in writing procedure text. According to Ary et al (2010) test is a set of stimulate presented to individual in order to elicit responses on the basic of which a numerical score could be assigned. There are two kinds of test will be used in this research consist of pre-test and post-test. Pre-test was conducted to find out, measure the students' ability in writing procedure text before conducting video tutorial as the media. Then a Post-test will be conducted to know how far the students' ability in writing procedure text after applying video tutorial as media in teaching (Ni'mah, Kurniawati, & Susatyo, 2022).

In this case, students writing procedure text based on topic that has been determined by the teacher, then teacher asks them to write procedure text with their ideas. During the test, the researcher as the teacher directly gives the students score and calculates based on the rubric has been prepare. There are five components of writing test students was calculated and compared namely content, organizing ideas, grammar, vocabulary, mechanics (Morcom, 2018).

In collecting data, the test was divided two, namely pre-test and post-test, pre-test was given without treatment, while past-test was given with treatment.

There are some steps to collect data, namely:

1. Giving the students an essay writing test, pre-test for experimental and control class
2. Taught treatment in the experimental class using video tutorial
3. Explaining about video tutorial in teaching writing procedure text.
4. Questioning and answer about how to use video tutorial in writing procedure text.
5. Giving post-test in the experimental and control class based on the topic was determine with the same test with pre-test.
6. Collecting the students result of the test
7. Correcting and the students' answer of the test.

RESULT AND DISCUSSION

Data Analysis

In this research finding were explained the table of students score. The researcher wanted to know the use of video tutorial in teaching writing procedure text by conducting research in SMP Negeri 1 Pematang Siantar. The researcher took two classes as samples, they are VII-9 as the experimental class and VII-11 as the control class (Garrison, 2009).

The students scores on the pre-test and post-test were analyzed by using a writing scoring rubric based on two components; Content and Organization (Jacob et al, 1981)

Data Description

The data of this research study collected from the results of data pre-test and post-test at the seventh-grade students of SMP Negeri 1 Pematang Siantar. The experimental class was VII-9 class which was taught using video tutorial as media, and the control class was VII-11 which was taught by subject teachers at the school. The data described into two tables, one for each class. It showed the scores of the student’s pre-test and post-test as well as their gained score.

Data of Experimental Class (VII-9)

Table 1. The Pre-test Score of Experimental Class

Students Name	Aspect of Writing		Pre-Test Score
	Content	Organizations	
AFPS	20	20	40
AP	20	25	45
AVS	15	20	35
ASS	16	20	36
AMP	25	30	55
BK	16	20	36
CS	19	30	49
CRG	10	20	30
DJOT	34	40	74
DHS	26	40	66
EAP	20	20	40
IOT	23	30	53
JS	28	30	58
JIH	20	38	58
KS	29	38	67
KPS	29	30	59
LS	20	25	45
LAS	30	32	62
MS	14	20	34
NGP	20	20	40
PMGS	23	20	43
RSIS	20	25	45
RRS	37	40	77
SNN	25	40	65
SBS	14	20	34

SMPH	16	20	36
TFL	10	20	30
TAS	23	30	53
VC	26	30	56
XAS	30	30	60

From the table above, the average scores of pre test in experimental class were low. The lowest score of pre-test in experimental class was 30. There were two students who got 30. There were two students who got 34. There was one student who got 35. There were three students who got 36. There were three students who got 40. There was one student got 43. There were three students who got 45. There was one student who get 49. There were two students who got 53. There was one student who got 55. There was one student who got 56. There were two students who got 58. There was one student who got 59 (Machmut, Susanto, & Suwarti, 2023). There was one student who got 60. There was one student who got 62. There was one student who got 65. There was one student who got 66. There was one student who got 67. There was one student who got 74. There was one student who got 77. The highest score of pre-test in experimental class was 77.

Table 2. The Post-Test of Experimental Class

Student's Name	Aspect of writing		Post-Test
	Content	Organization	
AFPS	31	50	81
AP	36	48	84
AVS	40	50	90
ASS	38	40	78
AMP	30	48	78
BK	30	50	80
CS	31	50	81
CRG	25	50	75
DJOT	42	50	92
DHS	26	50	76
EAP	40	40	80
IOT	26	50	76
JS	34	50	84
JIH	37	50	87
KS	30	50	80
KPS	30	50	80
LS	30	48	78
LAS	40	40	80
MS	22	40	62
NGP	29	50	79

PMGS	34	50	84
RSIS	30	45	75
RRS	37	50	87
SNN	40	40	80
SBS	26	40	66
SMPH	28	40	68
TFL	40	40	80
TAS	31	50	81
VC	30	40	70
XAS	45	50	95

From the table above, the average scores of post-test in experimental class were high. The lowest score post-test in experimental class was 62. There was one student who got 62. There was one student who got 66. There was one student who got 68. There was one student who got 70. There were two students who got 75. There were two students who got 76. There were three students who got 78. There was one student who got 79. There were seven students who got 80. There were three students who got 81. There were three students who got 84. There were two students who got 87. There was one student was 90. There was one student who got 92. There was one student who got 95. The highest score in experimental class was 95.

Testing of Hypothesis

The test of hypothesis used to know questions about the significant influence of the students writing ability taught by video tutorial.

To get the answer to the questions the researcher should purpose an Alternative Hypothesis and Null Hypothesis as followed:

H_a : Using video tutorial media significantly effect students' ability in writing procedure text

H_o : Using video tutorial media does not significantly effect student's ability in writing procedure text.

" The value of t-test the same or less than the value of t-table (t-test = t-table or t-test > t-table) In this research, the calculation of the t-test for degree freedom (df) 58 at the level of significance 0.05 showed that the critical value (t-test) was 2,865.

t-test > t-table with df 58

2,865 > 1,672 with df 58

Based on the calculation of hypothesis testing above, it was concluded that the value of the t-test was higher than the value of the t-table (2,865 > 1,672). Therefore , the Alternative Hypothesis (H_a) was accepted and the Null hypothesis (H_o) was rejected.

Research Finding

After reviewing the data analysis presented in the table, it can be concluded that the Video Tutorial has a greater impact on the writing procedure text of seventh grade students at SMP

Negeri 1 Pematang Siantar (Damayanti & Ismowati, 2021). The researcher found some findings as follows:

There were 30 students (experiment) and 30 students (control). Researcher concluded score of pre-test and post-test as follows:

1. Pre-test (experimental class), Lowest score of pre-test is 30. There were 2 students who achieved 30. Highest score of pre-test is 77. There was 1 student who achieved 77.
2. Post-test (experimental class), Lowest score of post-test is 62. There was 1 student who achieved 62. Highest score of post-test is 95. There was 1 student who achieved 95.
3. Pre-test (control class), Lowest of pre-test is 40. There was 1 student who achieved 40. Highest score of pre-test is 75. There was 1 student who achieved 75.
4. Post-test (control class), Lowest of post-test is 60. There was 1 student who achieved 60. Highest score of post-test is 85. There was 1 student who achieved 85.

The researcher found the total of experimental class mean (M_x) = 29,9 and control class mean (M_y) = 11,1. The degree of freedom (df) = 58. The total standard deviation from Experimental Class (dx^2) = 4120,7 and the total standard deviation from Control Class (dy^2) = 2816,7. After calculating the data from the previous point, the researcher found the t-table score with df 58 = 1,672 and t-test score = 2,865 from the t-test formula.

Discussion

Based on the research that had been done, the researcher found that video tutorial are effective to improve students' writing ability. It is proven by the score of the pre-test and post-test, the scores of the post-test are better than the scores of the pre-test (Rahmawati & Sujono, 2021). Beside that, the scores of the post-test of the experimental class were better than the scores of the post-test in the control class. It can be seen from the mean score of the experimental class was 29,9 and the mean score of the control class was 11,1 (Muhammad, 2020). Based on the calculation of hypothesis testing above, it was concluded that the value of the t-test was higher than the value of the t-table ($2,865 > 1,672$). Therefore, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. So, the researcher can concluded that the students of seventh grade at SMP Negeri 1 Pematang Siantar have a better score after being taught by using video tutorial as media in the teaching and learning process than those students who learn writing procedure text without being taught video tutorial as media and video tutorial is effective to teach writing procedure text (Muspawi & Sari, 2020).

By using video tutorial as media, the students were more motivated and interested to study and participate in writing ability. At first, they said they could not to express their ideas in writing. Their grammar skill was low and their vocabulary low too. But after taught video tutorial, they were excited and give their attention to the video tutorial they saw and they had lots of ideas for writing procedure text (Ficarra & Quinn, 2014). Based on the research findings, it can be concluded that the using of video tutorial in writing procedure text resulted in a real improvement in the experimental group.

CONCLUSION

This present research study was conducted by using a quasi – experimental design which is aimed to reveal whether using video tutorial media significantly effect students' ability in writing procedure text or not. Based on the statistical calculation, it concluded that there was effect of using this media on students' writing of Procedure Text. It was proven from the mean score of the post-test of students in experimental class was 79,56 and the mean score of pre-test was 49,36 that were taught using video tutorial media which was improved better than the control class, pre-test in the control class was 60,63 and post-test in the control class was 71,73. Moreover, the result of the t-test calculation was 2,865 which was higher than that T count > T table where T count was 2,865 and T table for df 58 = 1,672 (2,865 > 1,672) than Hypothesis Alternative (Ha) accepted and Null Hypothesis (Ho) was rejected. Thus, the use of video tutorial media gives significant effect in teaching writing Procedure Text at seventh grade in SMP Negeri 1 Pematang Siantar.

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