

The Effect Of Twin Cards Media On Students' Speaking Ability In Grade VIII Of Junior High School Hosanna Medan

Lastri Wahyuni Manurung^{1*}, Nurhayati Sitorus², Robeca Shanty Sitohang³, Carolina Pakpahan⁴
^{1,2,3}Faculty Of Teacher Training And Education, HKBP Nommensen University Medan, Jl. Sutomo No.4A, Perintis, Kec. Medan Tim., Kota Medan, Sumatera Utara
lastri.manurung@uhn.ac.id

Abstract

Speaking is one of the English skills that must be mastered by English learners. There are many ways to hone students' speaking skills in class VIII students of SMP Hosanna Medan for the 2022/2023 academic year. One way is to use Twin Cards media. This research aims to find out whether the twin card media affects the students' ability in speaking English, especially in class VIII SMP Hosanna Medan. Researcher used true experimental quantitative research, where researcher used two classes to study, namely the experimental class and the control class. The use of twin card media is only given to the experimental class, and the control class is taught without any method or treatment. From these research studies, researchers can find differences between the experimental class and the control class. It is known from the average value of the data presented that has been calculated in SPSS version 26 that the value of the experimental class increased from 50.62 in the pre-test to 75.23 in the post-test because after being given the treatment. Meanwhile, the pretest in the control class was 45.83 and the posttest score was 53.58 because the researchers did not treat it. The t value obtained from the post-test results between the experimental class and the control class is 6,8248627972. This shows that the results of the t-score $> t$ table (2,064) and the sig. (2 tailed) is $0.000 < 0,005$. From the data presented, it can be concluded that there is an effect of using twin cards media on students' speaking abilities in class VIII students of SMP Hosanna Medan in the 2022/2023 Academic Year.

Keyword: Speaking Ability, Twin Cards Media, Experiment Research

Abstrak

Berbicara adalah salah satu keterampilan bahasa Inggris yang harus dikuasai oleh pembelajar bahasa Inggris. Ada banyak cara untuk mengasah kemampuan berbicara siswa pada siswa kelas VIII SMP Hosanna Medan tahun pelajaran 2022/2023. Salah satu caranya adalah dengan menggunakan media Kartu Kembar. Penelitian ini bertujuan untuk mengetahui apakah media kartu kembar mempengaruhi kemampuan siswa dalam berbicara bahasa Inggris, khususnya di kelas VIII SMP Hosanna Medan. Peneliti menggunakan penelitian kuantitatif true eksperimental, dimana peneliti menggunakan dua kelas untuk belajar yaitu kelas eksperimen dan kelas kontrol. Penggunaan media kartu kembar hanya diberikan pada kelas eksperimen, dan kelas kontrol diajarkan tanpa metode atau perlakuan apapun. Dari kajian penelitian tersebut, peneliti dapat menemukan perbedaan antara kelas eksperimen dan kelas kontrol. Diketahui dari nilai rata-rata data yang disajikan yang telah dihitung dalam SPSS versi 26 bahwa nilai kelas eksperimen meningkat dari 50,62 pada pre-test menjadi 75,23 pada post-test karena setelah diberikan perlakuan. Sedangkan nilai pretest di kelas kontrol adalah 45,83 dan nilai posttest adalah 53,58 karena peneliti tidak memberikan perlakuan. Nilai t yang diperoleh dari hasil postes antara kelas eksperimen dan kelas kontrol adalah 6,8248627972. Hal ini menunjukkan bahwa hasil t-score $> t$ tabel (2,064) dan sig. (2 ekor) adalah $0,000 < 0,005$. Dari data yang disajikan dapat disimpulkan bahwa terdapat pengaruh penggunaan media kartu kembar terhadap kemampuan berbicara siswa kelas VIII SMP Hosanna Medan Tahun Pelajaran 2022/2023.

Kata Kunci: Kemampuan Berbicara, Media Kartu Kembar, Penelitian Eksperimen

Copyright (c) 2023 Lastri Wahyuni Manurung, Nurhayati Sitorus, Robeca Shanty Sitohang, Carolina Pakpahan

Corresponding author: Lastri Wahyuni Manurung

Email Address: lastri.manurung@uhn.ac.id (Jl. Sutomo No.4A, Perintis, Kec. Medan Tim., Kota Medan, Sumatera Utara)

Received 25 May 2023, Accepted 2 Juny 2023, Published 10 Juny 2023

INTRODUCTION

Speaking is the ability to express oneself by expressing a series of ideas in real situations. Speaking skills occupies the main place in giving and asking for information and advancing life in the

civilization of the modern world (Ridha & Alfian, 2021). According to Chamalia (2016) speaking skill is essentially a skill to produce the flow of the articulation sound system to convey wishes, feelings, needs and desires to others. The individual's ability to express ideas in such a way that others will listen and understand has become a basic need in people's lives (Yosoa, 2016).

However, learning English, especially speaking, does require a bit of hard work. We need to think about how students can speak English quickly and fluently. Learning can run if the student can at least respond to questions from other speakers. In the opinion of Chamalia (2016) the learning strategy of speaking refers to the principle of stimulus-response. As long as these two variables are controlled by the speaker, then can be categorized as having the ability to speak (Basuki, 2019b). According to IskandarWassid cited in Basuki (2019), the purpose of speaking skills includes the desire for the following things:

Students should get a great opportunity to practice speaking until they develop this skill naturally, fluently and pleasantly, both in small groups and in front of a larger audience. Learners need to develop trust that grows through practice, students speak precisely and clearly, both the articulation and the diction of the sentences (Pollard-Durodola et al., 2018). The ideas written must be well structured, be responsible good speaking practice that triggers reporting to be responsible in order to speak properly and seriously plan what is the topic of conversation, the purpose of the conversation, who is invited to speak and what is the situation of the conversation and its momentum, learner need to learn to judge the words, intentions and goals of the speaker, forming speaking habits cannot be achieved without the habit of interacting in the language being studied.

Learning to speak English in class is often a difficult thing for students because not all students have self-confidence, especially in expressing their opinions, students lack vocabulary, difficulty in constructing words accurately (Bihler et al., 2018). This is caused by several things, for example fear of speaking the wrong way or lack of ideas and vocabulary to express opinions. The difficulties experienced by students in learning to speak English can be seen from the Preliminary Research Results. Students get a score below the Minimal Completeness Criteria (KKM) of SMP Hosanna Medan. The KKM in the school is 70.

For this reason, the author proposes a media in form for can be used to train students in learning to speak. Learning media is a means to achieve goals learning. Media are teaching aids that have messages and information about facts, concepts, procedures, and principles in accordance with the subject matter (Mukminatien et al., 2020). Widhianto (2021) states that the media is provided by the teacher so that students carry out interactive activities that are fun and challenge their potential of students and free the growth of initiative and creativity of students to become human beings who have spiritual strength, self-control, and personality, intelligence, noble character, and skills (Ramezanali & Faez, 2019). Thus, the change in the important role of the teacher is that the dominant teacher becomes a liberating teacher (Reyna et al., 2018).

Therefore, the author is interested in conducting research on the speaking skills of Junior High School Hosanna Medan by recommending the twin cards. Twin cards are card made with a size of 3×7 cm (Li & Tong, 2019). The cards are picture cards. In each set of cards, there are two cards of the same picture. For example, pictures of people having birthdays or weddings. Based on the finding above, the writer is interested and will conduct the study entitled: “The Effect of Twin Cards Media on Students’ Speaking Ability in Grade VIII of Junior High School Hosanna Medan”

METHOD

According to Rachmawati (2019) research Design is a plan for collecting, measuring, and analyzing data, based on research questions from studies. The research study on the speaking ability of SMP Hosanna Medan students on twin card media was analyzed using true experimental quantitative design. This study has 2 class groups, namely the experimental class and the control class (Złotowski et al., 2018). The difference between these classes is that the experimental class received treatment using Twin Cards media and the control class did not receive treatment. Both of these class groups were given pre-test and post-test.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Class (X)	√	Using twin cards	√
Control Class (Y)	√	Using Conventional Method	√

Population is a collection of people with similar features. The population of this research was conducted on all students of class VIII SMP Hosanna Medan. There are two classes for Grade VIII students at SMP Hosanna Medan, namely VIII - A and VIII - B. Each class consists of 26 students and a total of 54 students. Based on this explanation, researchers have taken samples in the experimental group and the control group. The experimental group consisted of 26 students in class VIII A and the control group consisted of 26 students in class VIII B. In this study, the researcher used a cluster random sampling technique to take samples. Cluster random sampling is a type of sampling technique in which a researcher divides the population into several separate groups (Heo & Toomey, 2020).

In this study, the researcher collected the necessary data using a test of oral speaking skills in English accompanied by the assessment criteria for aspects of Brown's speaking. First, the Pre-test is given to students before being given treatment. The goal is to find out from an early age the background of students' speaking ability. Second, the treatment was carried out in two meetings in the experimental group. Finally, the Post-test was given after the treatment to find out the students' speaking ability after being given treatment using twin card media (Newton & Nation, 2020).

RESULT AND DISCUSSION

Data

In general, this chapter aims to discuss the results of the speaking test given to the eighth grade students of SMP Hosanna Medan who were the research samples. The oral test was given to the experimental and control groups. In the following section, test results are presented to provide empirical evidence regarding the effect of twin card media on students' speaking abilities in describing individual grade VIII students of Hosanna Middle School Medan for the 2022/2023 academic year. This chapter presents the findings and discussion to answer the research questions.

The Result of Pre-test and Post- test in Control Class

The control class used in this research is class VIII-A. This class consists of 26 students. In addition, the writer was make speaking test, so that the researcher can know the ability of the students. Then, after the treatment, a post-test was given to complete the study. So that the writer can know a significant different between the test of students who have been taught by using twin cards media (Hamann & Catalano, 2021).

The Result of Pre- Test and Post- Test in Experimental Class

The experimental class used in this research is class VIII-B. This class consists of 26 students. Similar to what was done in the control class (pre-test and post-test) in the experimental class, the researcher conducted a speaking test to determine students' speaking ability. What differentiates it from the control class is the treatment given. The control class was not given treatment but the experimental class was given treatment. So that the writer can find out the significant difference between the tests of students who have been taught by using twin card media and students who have not been taught by twin card media (Lestari Kasih Grasella Nahampun et al., 2022).

Validity

Table 2. Test Validity Calculation Results

	<i>r_{count}</i>	<i>r_{table}</i>	Explanation
Pronunciation	0,864	0,038	Valid
Vocabulary	0,775	0,038	Valid
Grammar	0,791	0,038	Valid
Fluency	0,637	0,038	Valid
Comprehension	0,747	0,038	Valid

Based on the results of calculating the validity test of the 5 speaking assessment items with 26 student respondents, it was stated that 5 assessment items were valid because $r_{count} > r_{table}$. Furthermore, a reliability test was carried out for questions that were declared valid (Cayari, 2018).

Reliability

Reliability results were consulted with r tables with α significant level of 5% if the calculation results obtained $r_{11} > r_{tables}$, then the proposed assessment items were said to be reliable. Based on calculations using SPSS, the reliability test of the 5 speaking assessment items obtained an r count of 0.811. When compared with $r_{table} = 0.388$ for $n = 26$ with $\alpha = 5\%$, it is obtained $r_{count} > r_{table}$ or

0.810 > 0.388 so that it can be concluded that the speaking assessment items as a whole are declared reliable with very high reliability criteria (Agustin & Ayu, 2021).

Data Analysis

Due to the data was taken from two classes, experimental class and control class. Data analysis was done to find out the comparison between two classes used as researcher, the experimental class and the control class. The experimental class was taught using treatment or twin cards media. While, the control class did not. The comparison of the value was seen from the data obtained through the pre- test and post- test.

Table 3. The Data of the 2 classes studied

No	Control Class		Experimental Class	
	Pre-Test	Post-Test	Pre- Test	Post-Test
1	36	52	40	72
2	36	56	40	70
3	36	56	40	72
4	40	52	36	70
5	32	68	36	70
6	44	60	36	72
7	32	60	36	70
8	36	56	24	72
9	36	52	32	72
10	32	56	36	70
11	36	76	32	72
12	40	56	36	72
13	28	56	28	72
14	32	56	36	76
15	36	56	44	72
16	28	48	32	72
17	32	52	36	70
18	28	52	36	72
19	32	68	40	72
20	32	56	24	72
21	28	60	32	72
22	36	48	36	72
23	28	56	24	72
24	32	40	36	70
25	32	68	32	72
26	32	56	32	72
Total	872	1.472	892	1884
Mean	33,53	56,61	34,30	72,46

Descriptive Analysis

In this calculation phase, the researcher used SPSS version 26 to calculate the data. By combing the two data from the pre- test and post- test results in experimental class and the control class, therefore the result of it are as follows.

Table 4. Display Data Description output

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre Test Experimental	26	24	44	34.30	8.904	79.286
Post Test Experimental	40	72	76	72.46	4.934	24.345

Pre Test Control	26	22	46	33.53	8.386	70.326
Post Test Control	26	40	64	56.61	5.853	34.254
Valid N (listwise)	26					

The data shown above is data from the results of analysis descriptive statistics, they cover: minimum score, maximum score, mean, and standard deviation. By looking at the data above, we can find out mean score or average score of pre- test and post- test in the experimental class and control class. The post- test of experimental class experienced significant differences from previous pre- test results, this result can be interpreted that there is an influence or there is an effect of twin cards on students' speaking skills in SMP Hosanna Medan.

Normality Test

Second step to analyze the data is doing normality test. Normality in this research study was conducted to qualify the absolute prior to statistical analysis. In this phase, there are two ways of normality test, using Kolmogrov- Smirnov or Shapiro-Wilk or we also can use both of it. But, the researcher has choose Kolmogrov- Smirnov ways as normality test in this researcher. And the results are:

Table 5. The Normality Data Output

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Results of Speaking Skills	Pre Test Experimental Class(Twin cards Media)	.165	26	.068	.971	26	.652
	Post Test Experimental Class (Twin Cards Media)"	.139	26	.200*	.941	26	.138
	Pre Test Control Class	.193	26	.014	.936	26	.105
	Post Test Control Class	.125	26	.200*	.960	26	.385

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the output table above, the results of normality test in Kolmogrov-Smirnov, control class data showed significant score on Kolmogrov test of 0,200. The significant score is above 0, 05 Then the control data is normally distributed. Test the normality of the experimental class data showed significant score on the Kolmogrov tets of 0,200. The significant score is above 0, 05, so the experimental class data is normally distributed.

Homogeneity Test

In this section, homogeneity test is performed to see whether the post test data in the experimental class and the control class are homogeneous or heterogeneous. Because, the homogeneous data is one of the requirement to conduct the independent sample t- test. The results are as follow:

Table 6. The Output data of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Results of Speaking Skills	Based on Mean	2.117	1	50	.152
	Based on Median	1.935	1	50	.170
	Based on Median and with adjusted df	1.935	1	33.422	.173
	Based on trimmed mean	2.174	1	50	.147

Based on the output above, it is known that the sig. Based on the mean for the speaking skill learning outcomes variable is 0.152. Because sig. 0.152 > 0.05, it can be concluded that the variance of the data on speaking learning outcomes in students in the control and experimental classes is homogeneous.

Hypothesis Testing

1. If the T-score is greater than the T-table, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. This means that there is an effect of the use of Twin Cards media on students' speaking abilities at Hosanna Middle School Medan for the 2022/2023 Academic Year.
2. If the T-score is smaller than the t-table, then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. This means that there is no effect of using Twin Cards media on students' speaking abilities at SMP Hosanna Medan for the 2022/2023 academic year.

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1 - 1)S1^2 + (n2 - 1)S2^2}{n1 + n2 - 2}}}$$

$$t = \frac{72,46 - 56,61}{\sqrt{\frac{(26 - 1) 4,394 + (26 - 1) 5,853}{26 + 26 - 2}}}$$

$$t = \frac{15,85}{\sqrt{\frac{(25) 4,394 + (25) 5,853}{50}}}$$

$$t = \frac{15,85}{\sqrt{\frac{123,35 + 146,325}{50}}}$$

$$t = \frac{15,85}{\sqrt{5,3935}}$$

$$t = \frac{15,85}{2,3223910093}$$

$$t = 6,8248627972$$

T-count is 6,8248627972 and that indicates the t-count is higher than the t table. Because of the determination in the level significance is adjusted to the level of risk faced in drawing conclusions. Therefore, Twin Cards Media is effective on students' speaking skills.

Research Finding

After doing this research, based on the above calculations student learning outcomes in the experimental and control classes were found. To make case in analyzing statistically the results of the research, the alternative hypothesis which say that the students who learned by using Twin Cards Media effect on student speaking ability than those who are taught with conventional strategy, we can

find out mean score or average of pre- test and post- test in the experimental class and control class and based on t- test formula, the researcher get the results of the t- test calculation which shows that t-count (9, 3223910093) > t-table (2,064) with sig. 2 tailed .000 or said that sig 2 tailed < sig table (0.005). The results of statistical analysis of the t- test showed there was a significant difference between the experimental class and control class. In understanding the achievement of speaking skill. Because t-count is higher significant level based on the calculation, it can be stated that the speaking skills students by Twin Cards Media is different from those who are taught by conventional strategy. It means that Twin Cards Media is effective on students' speaking skill

Discussion

This research study was used to determine the effect of using twin card media on the speaking ability of 8th grade students of SMP Hosanna Medan in the 2022/2023 academic year. The data collection technique used by the researcher is a test, more precisely speaking test orally. The speaking test was carried out in the experimental class and the control class. In the experimental class, the researcher conducted a pre-test and post-test to determine the effect of the twin cards media on the students' speaking ability which was achieved before and after the treatment (Twin Card Media) (Angelina, 2020). For the control class, the researcher only taught material about Speech without the twin card media treatment (Afriyuninda & Oktaviani, 2021).

From the results of the data in the previous chapter, it shows that the guessing game is very effective and is an alternative way to teach speaking class. Therefore, as cited in the hypothesis testing, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So, twin card media not only makes students enjoy the learning process, but also improves their speaking skills. Suryani (in Darmawan & Prischilla, 2019) , learning media are all forms and means of gathering information that are made or used in accordance with learning theory, can be used for learning purposes in conveying, conveying messages, stimulating students' thoughts, feelings, concerns, and willingness. so that it can encourage the learning process to be successful and controlled. There is a theory that proves the results of this study regarding the effect of twin card media on students' speaking abilities in Syamsiah's thesis entitled "The Effect of Using Twin Cards on Students' Speaking Ability at SMP N 1 Sayung in class VII. Because the previous researcher conducted his research in class VII, the researcher tried to do his research in class VIII of junior high school to see whether in class VIII the use of twin cards media also had an effect in class VIII, and the researcher tried to teach speech material in speaking assessment using twin cards media and in this case too Speech material is suitable for use, not just invitation material. The next previous researcher is Basuki (2019) with the research title. Previous researchers used the CAR method to solve speaking problems experienced by students, while researchers used quantitative experimental methods to solve their research problems. Previous researchers used 3 cycles to achieve a good score in speaking while researchers only did one assessment both in the pre-test and in the post-test (Hiklová, 2020).

Before teaching classes using twin cards in the experimental class, the researcher conducted a pre- test. During the pre- test, many students were shy and insecure about speaking in front of the class for fear of making mistake pronouncing grammar, not, understanding what they were going to convey in front of the class because they have little mastery of vocabulary. However, after the treatment, in carrying out the post- test, many students were brave enough to speak in front of class, they become confident because they could speak with good pronunciation, have sufficient vocabulary. Therefore, in the post- test, students' score have increased significantly as shown in the previous data (Afriyuninda & Oktaviani, 2021).

In the control class, the researcher was taught speech material as usual. Class VIII- B students who served as class controls very active. The researcher explained the material speech to class control and then make a one example speech. In conducting the pre- test, the researcher asked each student to read the speech text orally in front of the class as what the researcher did in the experimental class. By doing a speaking test, many students feel inferior about their speaking skill. Many students do still can't string the words properly. After conducting pre- test, the researcher motivated students about how to speak in front of public. Then the researcher did a post- test to the control class by asking each student to speak orally in front of the class. In the post- test, students are asked to read one speech text in front of their class as the experimental did (Khoiriyah, 2020).

CONCLUSION

Based on the results of the research studies that have been discussed on data analysis, hypothesis testing and discussion in the previous chapter, it can be concluded that there is a significant effect of the use of media twin cards on students' speaking abilities at Hosanna Middle School Medan in the 2022/2023 academic year. The average value of the previous pre-test results in the experimental class was 34.30 and the control class showed 33.53. However, after the researchers gave treatment with twin cards media in the experimental class, the average post-test score for the experimental class was 72.46, while the post-test results for the control class showed that the average value of the control class was 56.61. From the statement above, it means that there is a difference in scores between the experimental class after being treated with twin card media and the control class which was not given any treatment. As the experimental class students' scores increased in the post-test, their speaking skills also increased. This can be seen from the post-test that the researchers did. The researchers considered that the students' fluency and accuracy had increased greatly along with the application of the twin cards media to the treatment. Therefore, the use of twin cards media has an influence on students' speaking skills.

REFERENCES

Afriyuninda, E., & Oktaviani, L. (2021). The Use Of English Songs To Improve English Students'listening Skills. *Journal Of English Language Teaching And Learning*, 2(2), 80–85.

- <https://doi.org/https://doi.org/10.33365/jeltl.v2i2.1442>
- Agustin, R. W., & Ayu, M. (2021). The Impact Of Using Instagram For Increasing Vocabulary And Listening Skill. *Journal Of English Language Teaching And Learning*, 2(1), 1–7. <https://doi.org/https://doi.org/10.33365/jeltl.v2i1.767>
- Angelina, P. (2020). The Strengths And Drawbacks Of Lyricstraining Implementation In Basic Listening Course. *Eltr Journal*, 4(2), 117–124. <https://doi.org/10.37147/eltr.v4i2.69>
- Basuki. (2019a). Meningkatkan Speaking Skill Siswa Menggunakan Media Twincards Dengan Teknik Permainan Kelas Viii-A Smp Negeri 1 Kalitengah Semester I Tahun Pelajaran 2018/2019. *Pentas: Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 5(1), 24–35.
- Bihler, L.-M., Agache, A., Schneller, K., Willard, J. A., & Leyendecker, B. (2018). Expressive Morphological Skills Of Dual Language Learning And Monolingual German Children: Exploring Links To Duration Of Preschool Attendance, Classroom Quality, And Classroom Composition. *Frontiers In Psychology*, 9, 888. <https://doi.org/10.3389/fpsyg.2018.00888>
- Cayari, C. (2018). Connecting Music Education And Virtual Performance Practices From Youtube. *Music Education Research*, 20(3), 360–376.
- Chamalia, T. (2016). Peningkatan Keterampilan Berbicara Dengan Menggunakan Model Pembelajaran Numbered Head Together (Nht) Dalam Pembelajaran Bahasa Indonesia Siswa Kelas Va Sd N Keputran “A” Yogyakarta Tahun Ajaran 2016/2017. Universitas Pgrri Yogyakarta, 1–6.
- Darmawan, Y. Y., & Prischilla, D. (2019). The Use Of Lyricstraining.Com On Listening Class Of First Semester Students Of English Education Study Program Teacher Training And Education Faculty (Fkip) Universitas Bandar Lampung. *Beyond Linguistika*, 1(2). <https://doi.org/10.36448/bl.v1i2.1347>
- Hamann, E. T., & Catalano, T. (2021). Picturing Dual Language And Gentrification: An Analysis Of Visual Media And Their Connection To Language Policy. *Language Policy*, 20(3), 413–434. <https://doi.org/10.1007/s10993-021-09585-1>
- Heo, M., & Toomey, N. (2020). Learning With Multimedia: The Effects Of Gender, Type Of Multimedia Learning Resources, And Spatial Ability. *Computers & Education*, 146, 103747. <https://doi.org/10.1016/j.compedu.2019.103747>
- Hiklová, M. B. H. (2020). The Use Of Song Lyrics And Creative Writing In Elt.
- Khoiriyah, K. (2020). Call And Sla Theory: Developing A Framework To Analyze Web-Based Materials For Teaching Listening Skills. *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature*, 8(1), 80–92.
- Lestari Kasih Grasella Nahampun, Herman, Christina Natalina Saragi, & Nanda Saputra. (2022). The Contrastive Analysis Of The Sound In Vowel And Consonant In English And Batak Language. *Linglit Journal Scientific Journal For Linguistics And Literature*, 3(2), 87–92. <https://doi.org/10.33258/linglit.v3i2.724>

- Li, J.-T., & Tong, F. (2019). Multimedia-Assisted Self-Learning Materials: The Benefits Of E-Flashcards For Vocabulary Learning In Chinese As A Foreign Language. *Reading And Writing*, 32(5), 1175–1195. <https://doi.org/10.1007/S11145-018-9906-X>
- Mukminatien, N., Yaniafari, R. P., Kurniawan, T., & Wiradimadja, A. (2020). Clil Audio Materials: A Speaking Model For Library Science Department Students. *International Journal Of Emerging Technologies In Learning*, 15(7).
- Newton, J. M., & Nation, I. S. P. (2020). *Teaching Esl/Efl Listening And Speaking*. Routledge.
- Pollard-Durodola, S. D., Gonzalez, J. E., Saenz, L., Resendez, N., Kwok, O., Zhu, L., & Davis, H. (2018). The Effects Of Content-Enriched Shared Book Reading Versus Vocabulary-Only Discussions On The Vocabulary Outcomes Of Preschool Dual Language Learners. *Early Education And Development*, 29(2), 245–265. <https://doi.org/10.1080/10409289.2017.1393738>
- Rachmawati, R. P. (2019). Pengaruh Profitabilitas (Eps), Ukuran Perusahaan (Size) Dan Leverage (Dar) Terhadap Nilai Perusahaan (Tobin's Q) Pada Perusahaan Asuransi. *Unikom*, 19–50.
- Ramezanali, N., & Faez, F. (2019). Vocabulary Learning And Retention Through Multimedia Glossing.
- Reyna, J., Hanham, J., & Meier, P. (2018). The Internet Explosion, Digital Media Principles And Implications To Communicate Effectively In The Digital Space. *E-Learning And Digital Media*, 15(1), 36–52.
- Ridha, M., & Alfian, M. (2021). Pendekatan Linguistik Dalam Pengkajian Hukum Islam Klasik. *Al-Qisthu: Jurnal Kajian Ilmu-Ilmu Hukum*, 18(1). <https://doi.org/10.32694/Qst.V18i1.800>
- Widhianto, A. (2021). *Media Pembelajaran*.
- Yosoa, H. D. (2016). Penerapan Media Kartu Kata Dalam Keterampilan Berbicara Siswa Kelas X Mia 1 Sma Negeri 1 Gedangan Sidoarjo. *Laterne*, 5(3). <https://doi.org/https://doi.org/10.26740/Lat.V5n3.P%25p>
- Złotowski, J., Sumioka, H., Eysse, F., Nishio, S., Bartneck, C., & Ishiguro, H. (2018). Model Of Dual Anthropomorphism: The Relationship Between The Media Equation Effect And Implicit Anthropomorphism. *International Journal Of Social Robotics*, 10(5), 701–714. <https://doi.org/10.1007/S12369-018-0476-5>