



The Effect of Word Wall Application on Students Reading Comprehension

Sri Purwanti¹, Sudar², Puspa Dewi³, Nathalie Anastasi⁴
{sri77purwanti@gmail.com¹, sudarbintang@umpwr.ac.id², puspadewi@umpwr.ac.id³,
nathakie.anastasi@gmail.com⁴}

English Education Program, Universitas Muhammadiyah Purworejo, Indonesia¹²³
Lycee Beaussie, La Seyne/Mer, France⁴

DOI: 10.37729/scripta.v11i1.4855

Abstract. This study examines the use of Word Wall application in teaching reading comprehension to ninth-grade students at SMP NU Kaligesing. The material used in this study was narrative text. This research was a classroom action research (CAR). The research, conducted in two cycles, aimed to address issues such as low motivation, vocabulary mastery, student scores, and text comprehension. To analyze this data the researcher used research conclusions, data visualization and data reduction. The mean score in cycle 1 was 68.66 and in cycle 2, it was 72.46. The study found a significant percentage change in students' reading comprehension scores in each cycle, with a significant difference of approximately 26.17% for cycle 1 and 5.54% for cycle 2.

Keywords: Word Wall Application, Reading comprehension, Classroom action research

1. INTRODUCTION

As human society, we need language to communicating with each other. Language is used to express one's feelings, mind, thoughts, feelings and everything to another person [1]. There are many languages used for communicate with other people, one of them is English. English is an international language and the most used means of international communication. [2], [3], [4]. English is one of the tools for the development of science and technology because there are many science and technology books from other countries written in English [5]. English is used as a means of oral and written communication, which consists of four skills: listening, speaking, reading and writing [6], [7], [8]. Reading is one of them that is taught in school [9]. English is taught as a foreign language in Indonesia and consists of four language learning skills, one of which is reading. The importance of reading and especially reading comprehension for something we need to understand [10]. That is why English is currently taught at the school level, especially in secondary school.

Reading is important for students' development. Reading is an interactive process in which readers create a meaningful representation of the text [11], [12], [13]. People get a lot of information and find knowledge through reading.[14], [10]. Reading comprehension becomes the basis for constructing the meaning of the text. Reading comprehension is the process of constructing meaning that involves decoding words, developing fluency, improving comprehension, solving problems, and making decisions through strategic reading, or the reader's ability to use multiple reading strategies to achieve a reading goal [15], [16]. Students should have reading comprehension to facilitate learning English text.

Reading comprehension is a multi-component, very complex process that involves many interactions between readers and what they bring to the text (prior knowledge, strategy use), as well as variables related to the text itself (interest in the text, understanding of the text types) [17], [18], [19]. Although reading comprehension is important for students, it is difficult for students to understand the text [20], [20], [21]. It is difficult for students to read a text without understanding what they are reading [22]. The difficulties are also due to the heavy burden of grammatical translations, the meaningful development of vocabulary, and the ignorance of the grammar and text structure of reading contexts [20]. One of the factors affecting students' reading comprehension is the complexity of the texts [23]. This factor is influenced by readers' strength and fluency in language use, as well as

their understanding of its applications and different meanings. Therefore, the students face various problems in understanding the text.

The use of interesting media in teaching reading comprehension should be made enjoyable and easy for students to learn [24]. The use of interesting learning environments can also support the creation of meaningful learning [25]. Media that contain technology may be used in reading comprehension. In addition, multimedia application programs give teachers more opportunities to do their lessons in an unconventional way, it is easy for the teacher to create teaching material [26]. Also, these programs easily attract the attention of students, increase the competitiveness of students, and improve teamwork or partnership with each other [27]. There are so many learning media that incorporate technology, such as a word wall app [28], [29], [30]. Word wall apps are one of the learning tools that teachers can use in technology-enabled classroom [31]. Using the word wall application does not teach through traditional methods [32]. The word wall can be used as an interactive tool for students when writing and reading, it can help students remember the word as a tool to help students read [33], [34], [35]. Learning media are generally teaching and learning tools. Anything that can be used to stimulate students' thoughts, feelings, attention and skills or abilities to facilitate learning [14]. Then, the use of technology in teaching reading comprehension can enhance the students in learning.

The use of the word wall in teaching reading was successful, but the use of the word application in teaching and learning to read is still rare. The purpose of the study is to find out to what extent the word wall application affects students' reading comprehension. The research can help the teacher in the teaching-learning of reading comprehension of secondary school students. The use of the word wall in teaching reading has been widely researched, but the use of the word wall application in teaching reading is still limited. Therefore, the researcher wants to investigate the effect of the word wall application as a resource on students' reading comprehension and to answer the following research questions; how is the student's score improvement after they learn using the word wall application?; How is the implementation of teaching-learning using the word wall application in reading comprehension?

2. METHOD

The purpose of this study is to know the grades of the students and the importance of the word wall application in teaching and understanding the text. To achieve the objective of this study, the researcher uses Classroom Action Research (CAR) applied in the classroom. CAR is one of the solving tools whose mission is to improve the quality of the teaching and learning of the teacher, partners and students in the classroom [36]. When implementing classroom action research, it is used when teaching-learning takes place. This involves a teacher researching and exploring challenges, puzzles, riddles and ideas in their classroom that they want to understand more [37]. Action research brings them into the field as producers of information. classroom action research has a number of advantages for the teacher and students. For the teacher, the advantages of CAR are that it can understand the deeper learning and thinking of the student, makes the teacher more confident in teaching, and the teacher can change teachers and practice [38]. Classroom action research has four parts: implication, planning (plan), action (doing), observation (observation), and reflection (reflector) [39]. In this study, the researcher conducted two cycles and each cycle contains the four components above.

This study was conducted in the 2023-2024 school year at secondary school. The targets of this study were ninth-grade students, and the researcher used a test and learning observation form to collect data. Hence, the word wall application is used in teaching reading comprehension. The observation used to know the students' participation in the learning involved word wall application. Through observation, it is possible to learn new things, identify multiple factors that influence behaviour change, and determine whether the culture or system has influences that encourage the adoption of new behaviour [32]. Then, to know the student's score improvement, the researcher used a test. A test is a method that measures a person's ability, knowledge and performance in a certain area [40]. The test allows the researcher to know the scores of students in each cycle.

In analyzing the data, the researcher used three steps, which are data reduction, data display and conclusion [41]. After collecting the data, the researcher reduces the data. Data reduction means making summaries, choosing the main things, focusing on what is important and looking for a theme and pattern [42], to know the test scores of the students, the researcher used the pattern:

$$Mean = \frac{\sum x}{N}$$

Where: M : the mean of score
 $\sum x$: total score
 N : the number of sample

The average is obtained by summing the data of all individuals in a group and dividing this data by the number of individuals in that group [43]. After data reduction, the researcher used a data display to analyze the data. At this point, the researcher presents the data in the words of description. This study describes a learning observation form that helps the researcher understand the teaching-learning process in reading comprehension through a word wall application[44], [45], [46]. The result was found through observation to understand the description of the problems and the situation in the class. The latter is a conclusion, the conclusion here is a result of research. At this point, the researcher decided the outcome on the study.

3. FINDINGS

The students' scores from pre-cycle, cycle 1 and cycle 2 of students' reading comprehension, were then classified into the Classification of Student Achievement [47]. The following table shows the Classification of Student Achievement.

Table 1. Classification of student achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Low

By implementing the Word Wall application in reading comprehension, the researcher found that students gained results from the test results. The test was held in pre-cycle and both in cycle , and cycle 2. Test scores were taken from 15 students, all in grade nine. Data were calculated based on the pattern above.

Table 2. The table Score of Pre-Cycle, Cycle 1, and Cycle 2

	Pre-cycle	Cycle 1	Cycle 2
Mean	54.4	68.66	72.46
Highest score	60	80	82
Lowest score	50	60	65
Sum	816.00	1030.00	1087.00

As shown in Table 1 above, the calculated measure shows a significant difference between pre-cycle, cycle 1 and cycle 2. There were three statistics that mean, the highest score and the lowest score. The pre-cycle had the a mean score of 54.4, cycle 1 had a mean score of 68.66, while cycle 2 had a mean score of 72.46. Compared to previous results, students' test scores have significant differences in each cycle.

The highest score in the table above shows that before the cycle there was 60, the highest score of cycle 1 had 80, while cycle 2 had the highest score of 82. From the results, we know that there was a better score from the pre-cycle until cycle 2. On the other hand, they were shown the lowest score on the test. The lowest score before the cycle has a score of 50, cycle 1 has the lowest score of 60, and the final cycle has a score of 65 for the lowest score. As described, scores are lowest in the pre-cycle phase. The overall total number in the pre-cycle was 816, the total number in cycle 1 was 1030, while 1087 was the total number in cycle 2.

This study also aims to describe the implementation of applying word walls in teaching reading comprehension. Cycles 1 and 2 take place over three sessions. The researcher prepared lesson plans, learning materials and exercises for each cycle. The stages in implementing the application of word walls in teaching reading are: 1. students divide into groups. 2. The teacher presents a PowerPoint presentation including a narrative paragraph. 3. The researcher gave some direction to the students. The researcher gives instructions to the students. 4. Each group has a computer to apply the Word Wall application. The teacher asks students to complete the meaning of vocabulary in the word wall application. 5. Give students essays with different titles and student exercises. 6. Students discuss the content of the lesson and respond to student work. 7. Present the results of the groups' discussion and respond to other groups. 8. The teacher comments on the student's presentation. 9. Reflect on the teaching and learning process of teachers and students.

This research is carried out in two cycles, and the sequence of cycle 1 is: the first stage is planning, student activities in the teaching-learning process and the media used. The medium used is a text wall application. The researcher created an account to access the Word Wall application. The researcher chooses to use word-wall matching and a random wheel. The researcher used this medium to ask students to complete the meaning of vocabulary and answer questions of the Word Wall application in groups, and finally prepare a test in the form of exercises.

The second step is action. At this stage, the researcher provides materials for students in the teaching-learning process. Before teaching in class, the researcher made salaam and greeted the students. After that, the researcher checked the list of participants and completed the course notebook. After the teacher gave the materials to the students, the researcher began applying the word walls. Before carrying out the activities using the word wall, the researcher divided the students into groups. Once all student groups were assembled, the researcher provided instructions on what students would do in the Word Wall application. After students applied the word wall, the researcher gave each group a passage and asked them to study it. Then, the researcher began interviewing the students with some questions related to the text. Students then summarize the content and answers, then each group begins to present to the class. And other groups pay attention to the group in front of the class. The researcher then gave the student an assessment. In the last activity, students completed their tasks and the researcher and students conducted reflections based on the teaching-learning process. Then, together with the teacher, students draw conclusions and are reminded about the material. The researcher assigned the students homework related to the material. Finally, the researcher asked the students to say Hamdalah together. At the end of the learning process, the teacher greets and gives salam to the students.

The third step is observation, this activity is carried out by the researcher to collect data during the learning process for an action activity. The results of this observation are used to identify teaching and learning activities. The results of this observation also help the researcher plan what he or she will do in the next cycle. The final step is reflection. The purpose of this reflection is to evaluate the learning process in cycle 1. From reflection, the researcher made some analyses in cycle 1, which are: 1) Students did not actively answer the teacher's questions because they did not know the vocabulary meaning and could not understand the text. Many students sat silently when the teacher asked questions. Some students were able to answer the questions quickly. 2) Some students have no inspiration or motivation to learn English. 3) Some students do not pay attention to their group tasks. Students should chat with their friends; Some students chat with other friends. Only some students wanted to discuss it with their group. From the Cycle 1 problem, the researcher proposed a number of solutions to solve the problem such as: 1) The researcher provides students with additional vocabulary to remember when understanding the questions and text. 2) The researcher used video in a story to motivate students. 3) From the above description, the researcher applied cycle 2 to solve the problems in cycle 1.

After conducting research in cycle 1, the researcher conducts research in cycle 2.

There are several sequences in cycle 2: the first is planning, starting from; 1) Revise the lesson plan used in the first cycle for use in cycle 2. 2) Prepare word wall applications in the second cycle, the researcher prepared a word wall with different vocabulary is used in the first and second cycles. 3) Plan the process of implementing the Word Wall application in learning reading comprehension. The researcher login to Word Wall to plan. The researcher used the Find and Match function to learn vocabulary. The researcher writes meaningful vocabulary. The student's activity is to find and match vocabulary with appropriate meanings. To answer some questions, the researcher used a random wheel. The student's task is to click and spin the wheel, then answer the question based on which random wheel stops. 4) Prepare tests or student assessment exercises.

After conducting research in cycle 1, the researcher conducts research in cycle 2. There are several sequences in cycle 2: the first is planning, starting from; 1) Revise the lesson plan used in the first cycle for use in cycle 2. 2) Prepare word wall applications In the second cycle, the researcher prepared a vocabulary wall with Different vocabulary is used in the first and second cycles. 3) Plan the process of implementing the Word Wall application in learning reading comprehension. The researcher logs into Word Wall to plan. The researcher used the Find and Match function to learn vocabulary. The researcher writes meaningful vocabulary. The student's activity is to find and match vocabulary with appropriate meanings. To answer some questions, the researcher used a random wheel. The student's task is to click and spin the wheel, then answer the question based on which random wheel stops. 4) Prepare tests or student assessment exercises.

At the end of the activity, each group tells a simple story to present to the class. Upon hearing the story, the other groups paid attention and made some comments. After all groups have finished presenting their work to the class, the researcher will give them some feedback and motivation. Finally, the researcher and student reflect on the learning process. Students submit their work, and the researcher asks them to do their homework.

The third step of action research in the classroom is observation. In this activity, the researcher used the observation list and field notes as in the first cycle to know the students' progress in cycle 2. In the second cycle, many students actively participated. Participate in the learning process, especially through videos and word wall applications. Students are more active when participating in activities on the word wall and answering questions. They are enjoying the learning process more.

Finally, let us come to the final stages of reflection. During this cycle, the researcher evaluated and concluded that the ability to observe the learning process, students' learning activities, and students' test scores all improved. The researcher used observation to reflect on the learning process in the classroom.

4. DISCUSSION

This study focuses on the use of word wall applications in reading comprehension. Students encounter certain problems in learning reading comprehension such as a lack of vocabulary; Many students score below the minimum criteria and have low motivation to learn English. To solve the problem, the researcher used learning materials containing technology, including a word wall application.

This research is classroom action research, each cycle includes four stages: planning, action, observation, and reflection. This study took place in two cycles. Before cycles 1 and 2, the researcher conducted a pre-cycle. Before the cycle, a class meeting was held. During the pre-cycle phase, the researcher prepared exercises to master students' basic knowledge and prepare for grading. Assignments given to students include multiple-choice questions and an essay. The average score before the cycle was 54.4. The main score of cycle 1 is 68.66 and of cycle 2 is 72.46. In addition, the total score before the cycle was 816, cycle 1 was 1030 and cycle 2 was 1087, meaning there was an improvement between the average score and total test score in the previous cycle, cycle 1 and cycle 2.

5. CONCLUSION

As mentioned above, this study was conducted to solve the problems of students, which are: lack of vocabulary, students with scores below the minimum criteria, and low motivation to learn English. To solve the problem, the researcher used the Word Wall application to teach reading comprehension. Steps to teach reading using the word wall application include: providing students with documents related to narrative text; The researcher asking students to form groups to discuss; Deploying the application of word walls in teaching reading; The researcher monitoring the students' activities in each group; Students present the results of their discussion to the class; and teacher comments on student presentation. Then, after the teaching-learning process is complete, the researcher and students reflect on the basis of the learning activities.

After analyzing data on the impact of applying word walls on students' reading comprehension ability in the pre-cycle, cycles 1 and 2 showed increasing results. The average score before the cycle increased from 54.4 to 68.66 in cycle 1 and to 72.46 in cycle 2, with a significant difference of about 26.17% for cycle 1 and 5.54% for cycle 2. Although each cycle increases slightly, implementing the word wall applications helps students become more interested and motivated in the learning process. They also feel confident enough to present their work. From the data in the previous description, the

researcher concluded that the use of word wall applications can improve the reading comprehension of SMP NU Kaligesing students in the 2023-2024 school year.

6. REFERENCES

- [1] E. S. Masykuri, "Analysis the Clauses Using Modal with Perfect Infinitive on Novel the Other Side of Midnight and Its Translation in Bahasa Indonesia," *Jurnal Pendidikan Surya Edukasi*, vol. 1, no. 1, p. 121670, 2015.
- [2] D. Budiyanto, G. Tridinanti, R. Dianti, and M. R. Ridho, "THE LINK BETWEEN VLS AND READING COMPREHENSION," *Glob. Expert J. Bhs. dan Sastra*, vol. 10, no. 2, pp. 23–29, Jan. 2023, doi: 10.36982/jge.v10i2.2530.
- [3] "Segaran More Online Quizzes, Please! The Effectiveness of Online Quiz Tools in Enhancing the Learning of Grammar among ESL Learners .pdf."
- [4] "Pheng technology.pdf."
- [5] F. G. Lica, "COMPREHENSION SKILL BY USING INTERACTIVE WORD WALL AT SMP NEGERI 1 LUBUKLINGGAU," 2014.
- [6] S. W. Edi Sunjayanto Masykuri Marcelo Perez, "UNDERSTANDING PERSONAL INTENTION BY ELABORATING SPEECH FUNCTION USING SOCIAL MEDIA INTERNATIONAL WHATSAPP GROUP," presented at the The Proceeding 2nd International Conference on Education, EAI, 2019.
- [7] Edi Sunjayanto Masykuri, I. Ike Nugraeni, Basuki, and Y. Prihatin, "PENGUNAAN STRATEGI PETUNJUK KONTEKSTUAL SEBAGAI STRATEGI DALAM MEMAHAMI TEKS," *Jurnal Bahtera: Jurnal Pendidikan, Bahasa, Sastra, dan Budaya*, vol. 9, no. 1, pp. 77–89, 2022.
- [8] S. Edition, E. S. Masykuri, P. Studi, P. Bahasa, and U. M. Purworejo, "SELF-MOTIVATION IN USING ENGLISH ON GROUP PRESENTATION IN STUDENT OF SMK MUHAMMADIYAH KAJEN," no. May, pp. 95–100, 2016.
- [9] Y. Darliani and C. F. Agustina, "THE IMPLEMENTATION OF WORD WALL STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT," *JELA*, vol. 1, no. 2, pp. 61–67, Oct. 2019, doi: 10.37742/jela.v1i2.12.
- [10] B. Fathurrohman, D. Adiarti, and T. Purwati, "AN EXPLORATIVE STUDY ON THE IMPLEMENTATION OF PROBLEM-BASED LEARNING (PBL) IN TEACHING READING," *lead*, vol. 1, no. 1, p. 36, Sep. 2021, doi: 10.20884/1.lead.2021.1.1.4830.
- [11] "2. Gilakjani, A. P. (2017). How Can Students Improve Their Reading Comprehension Skill , (June 2016). <https://doi.org/10.5296jse.v6i2.9201> .pdf."
- [12] "Dieu Trying K-W-L Strategy on Teaching Reading Comprehe.pdf."
- [13] H. B. P, B. D, and R. B, "Development of PERMUTASI Learning Media (Material-Based Snakes and Ladders Game) Mathematics Class VIII Middle School. Union: Scientific Journal of Mathematics Education," *Union: Scientific Journal of Mathematics Education*, vol. 9, no. 1, pp. 35–48, 2021, doi: <https://doi.org/10.30738/union.v9i1.9195>.
- [14] H. N. Rahma and Y. Astutik, "There Is Any Effect Of Board Games For Teaching Reading Second Grade At Junior High School," *acopen*, vol. 6, Jun. 2022, doi: 10.21070/acopen.6.2022.2276.
- [15] A. Z. Rosyidi, "The Effectiveness of Problem Based Learning (PBL) Method in Teaching Reading," *IJECA*, p. 17, Dec. 2018, doi: 10.31764/ijeca.v0i0.1972.
- [16] "4. Rochani, S (2016). Using Word Wall .pdf."
- [17] J. K. Klingner, S. Vaughn, and A. Boardman, *Teaching reading comprehension to students with learning difficulties*. in What works for special-needs learners. New York: Guilford Press, 2007.
- [18] "Karizak baru.pdf."
- [19] N. Prihatini and E. S. Masykuri, "The Impact of Using Blended Learning to Improve Reading Comprehension".
- [20] S. Berenji, M. Saeidi, and N. Ghafoori, "The Effect of Problem-based Learning with Hard Scaffolds on Iranian EFL Learners' Reading Comprehension," vol. 10, no. 2, 2020.
- [21] R. Faizaturrohmah, S. Sukarni, and A. Ngafif, "Students' Perception of Online Assessment and Its Influence on Their Learning Achievement," *scripta*, vol. 9, no. 1, pp. 1–8, May 2022, doi: 10.37729/scripta.v9i1.1439.
- [22] "THE USE OF PROBLEM-BASED LEARNING METHOD IN.pdf."
- [23] Xavier and et al, "Grammar in Writing: Teachers' Reflections," *Journal of Language Teaching and Learning*, pp. 200–221, 2020.
- [24] R. Blair and T. M. Serafini, "Integration of Education : Using Social Media Networks to Engage Students Social Media Statistics - 2014," vol. 12, no. 6, pp. 28–31, 2014.
- [25] A. Kassabolat, S. Kadirsizova, M. Kozybayeva, K. Kalkeyeva, M. Zhorokpayeva, and Y. Aknur, "Future Teachers ' Opinions on Preparation and Use of Interactive Materials in Teaching," vol. 15, no. 23, pp. 121–130, 2020.
- [26] A. M. Hasibuan, S. Saragih, and Z. Amry, "Development of Learning Materials Based on Realistic Mathematics Education to Improve Problem Solving Ability and Student Learning Independence," *International Electronic Journal of Mathematics Education*, vol. 14, no. 1, pp. 243–252, 2018, doi: 10.29333/iejme/4000.

- [27] T. R. Dyess SM and C. Hennekens, "Increasing rates of advance care plan through interdisciplinary collaboration.," *Am J Med*, vol. 127, no. 12, pp. 1142–13, 2015, doi: 10.1016/j.amjmed.2014.07.035.
- [28] E. Sunjayanto Masykuri, "Technology effect of EFL Listening Comprehension to Teaching during Pandemic," *JetLi*, vol. 5, no. 1, Jul. 2022, doi: 10.21043/jetli.v5i1.13913.
- [29] E. Sunjayanto Masykuri, Y. Hakim, Ashari, and Supriyono, "Integrated Technology and Mutual Participation for Changing Communities Socially, Economically and Religiously," presented at the International Conference on Science and Technology, Universitas Sarjanawiyata Taman Siswa, 2018.
- [30] Edi Sunjayanto Masykuri and A. T. Wan, "Kecenderungan Baru dalam Pendidikan Virtual di Metaverse," in *Kumpulan Kajian Metaverse*, 2023, pp. 111–130.
- [31] I. H. Sa'diyah, "EMBRACING TECHNOLOGY IN ESP CLASSES: IS IT A LEARNING TOOL OR JUST COOL TOOL?," *AJP*, vol. 10, no. 2, p. 139, Nov. 2022, doi: 10.33603/perspective.v10i2.7260.
- [32] P. M. Ekka, "A review of observation method in data collection process," vol. 6, no. 12, 2021.
- [33] J. M. O. Parapi and E. S. Masykuri, "Data and Its Increasing Importance among Organizations and Businesses," *Scripta: English Department Journal*, vol. 7, no. 1, pp. 1–7, 2020.
- [34] N. A. Nurhidayah, T. Tusino, and E. S. Masykuri, "Students' Perception toward EFL College Teacher Pedagogical Competence in Teaching Writing," *scripta*, vol. 9, no. 2, pp. 209–216, Oct. 2022, doi: 10.37729/scripta.v9i2.1475.
- [35] Muhammad Fajar Sudrajat, A. Ngafif, and E. S. Masykuri, "The Correlation between Students' Habit in Watching Western-Movie and Listening Skill," *scripta*, vol. 7, no. 2, pp. 25–34, Jan. 2021, doi: 10.37729/scripta.v7i2.699.
- [36] P. Sulistami, J. Pahamzah, W. Baratayaomi, and S. Syafriza, "IMPROVING STUDENTS' READING COMPREHENSION BY USING PEER ASSISTED LEARNING STRATEGIES (PALS) IN EFL CONTEXTS," *IJLL*, vol. 2, no. 2, Nov. 2018, doi: 10.23887/ijll.v2i2.16093.
- [37] R. Nurhadi and E. S. Masykuri, "HATE SPEECH BASED ON PRAGMATICS STUDIES IN SOCIAL MEDIA," presented at the The 1st International Conference on ELT (CONELT), 2018.
- [38] "buaraphan.pdf."
- [39] S. Aysu, "The Perceptions of Students Studying at a Vocational School on the Role of English in Their Lives and Their Reasons to Learn English / Meslek Yüksekokulu'nda Okuyan Öğrencilerin İngilizcenin Hayatlarındaki Rolü ile ilgili Görüşleri ve İngilizce Öğrenme Sebepleri," *e-International Journal of Educational Research*, vol. 10, pp. 1–14, Apr. 2019, doi: 10.19160/ijer.392673.
- [40] R. D. Anggraeni, "Increasing Lecturer's Competence as the Quality Assurance of Lecturer Performance," presented at the Proceedings of 7th Global Business and Social Science Research Conference 13 - 14, Radisson, Beijing, China, 2013.
- [41] "Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation," *RHSS*, Nov. 2020, doi: 10.7176/RHSS/10-21-02.
- [42] "15. Sugiyono (2011) - Metode Penelitian Kuantitatif, Kualitatif, dan R&D (1).pdf."
- [43] E. Sunjayanto Masykuri, Latifah, and F. Nuraini, "PRAGMATIC STUDIES: THE USE OF CODE-SWITCHING IN JAVANESE ART PERFORMANCE DONE BY STUDENTS OF SMPN 1 KESESI KABUPATEN PEKALONGAN," in *2nd Eltic Conference*, Universitas Muhammadiyah Purworejo: Universitas Muhammadiyah Purworejo, 2017.
- [44] T. Ermayani, R. Nurhadi, and E. S. Masykuri, "The Problems of Digital Da'wah during the Covid-19 Pandemic," 2021.
- [45] E. S. M. M. W. Latifah and F. Nuraini, "PRAGMATIC STUDIES: THE USE OF CODE-SWITCHING IN JAVANESE ART PERFORMANCE DONE BY STUDENTS OF SMPN 1 KESESI KABUPATEN PEKALONGAN," presented at the ELTiC CONFERENCE, 2017.
- [46] E. S. Masykuri, "Three Character Building by Using Comik Wayang," *Jurnal Pendidikan Surya Edukasi*, vol. 2, no. 2, pp. 1–13, 2017.
- [47] "1. Suharsimi Arikunto (2009) - Dasar-Dasar Evaluasi Pendidikan.pdf."