



Enhancing Business Management Students' English Vocabulary through Quizlet: Exploring Classroom Action Research

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Abstract

The study aims to investigate the effectiveness of MALL application using in the classroom. One of Mobile Assisted Language Learning (MALL) application used is Quizlet. The study employs a Classroom Action Research approach to assess the impact of Quizlet on third semester of Business Management students' vocabulary mastery. The data collection techniques in this research are observation checklist and test. The result of this research show that MALL/ Quizlet contribute to a substantial improvement in vocabulary test scores and leading students to enhance their vocabulary proficiency. The use of technology based tools like Quizlet not only facilitated self-learning but also improved pronunciation and contextual usage of words. The accessibility of devices like stability of internet connections, students self-motivation, and effective supervision emerged as critical element impacting the efficiency of Mobile Assisted Language Learning (MALL), particularly the utilization of Quizlet for enhancing vocabulary mastery.

Keywords:

Vocabulary Learning, Mobile Assisted Language Learning, Quizlet

INTRODUCTION

Vocabulary constitutes an assemblage of words or expressions employed within a language or a specific domain. It encompasses a spectrum ranging from common words to specialized terminology, technical jargon, and even foreign terms that have seamlessly integrated into the language. The acquisition of vocabulary stands as a pivotal pursuit in the realm of learning English. Proficiency in vocabulary not only empowers learners to communicate with confidence but also facilitates the seamless articulation of thoughts and intentions during conversations. Furthermore, an enriched vocabulary significantly bolsters the development of language skills encompassing reading, listening, and writing. The mastery of these skills is notably expedited when an extensive vocabulary is at one's disposal. This underlines the paramount importance of employing effective learning strategies to aid both students and educators in navigating the intricate process of vocabulary instruction and acquisition.

Nowadays, learning vocabulary not only come from teachers/ lectures but students can learn by themselves by using a technology. A technology based vocabulary teaching strategy harnesses the power of digital tools and resources to enhance language acquisition in innovative ways. From interactive online platforms to mobile applications, these strategies offer dynamic and engaging methods to introduce and reinforce vocabulary. Technology enables the incorporation of multimedia elements like videos, audio clips, and interactive quizzes, making the learning process more immersive and appealing. Learning vocabulary through game elements, such as educational games and quizzes, not only make vocabulary acquisition enjoyable but also reinforce retention through active participation. Additionally, digital platforms allow for personalized learning experiences, tailoring vocabulary instruction to individual learning styles and paces.

Many technology based learning strategies can assist students and lecturers/teachers in the vocabulary teaching and learning process. One of this strategy is Mobile Assisted Language Learning (MALL). Mobile Assisted Language Learning (MALL) is language learning that utilize mobile devices and technology. The types of mobile devices used include smart phones, tablets and laptops which are easily to handle, allowing lecturers/teachers and students to use these devices anywhere and anytime (Kukulka-Hulme, 2012). Supported by Azli et al. (2018), who stated that MALL can be used to support traditional learning, both in formal and informal way, MALL can be employed not only within the classroom but also effectively in the outside as long as the students choose an appropriate applications.

One of the applications that students can take advantage of learning English is Quizlet. Quizlet app is a simple application that can be downloaded free through Play Store and App Store. It has innovative and user-friendly designed to assist students in learning vocabulary. Quizlet is highly popular in online education as it offers more than 150 lessons that can be chosen based on individual needs. It is also well organized and provides virtual class services, equipped with audio-visual features. lecturers/teachers can create their own Quizlet sets by preparing vocabulary collections including words and their definitions, translations, synonyms, antonyms, etc. Subsequently, these vocabulary sets are inputted into the website, and the site automatically generates seven different gameplay modes. The structure of Quizlet is well organized and it easy for users to navigate through its various features. An aspect that elevates its effectiveness is the integration of virtual classroom capabilities, enriched with audio-visual features. This

combination serves to engage learners on multiple sensory levels, fostering a deeper understanding and retention of vocabulary.

Quizlet or others MALL applications has been widely adopted in education to enhance English language skills. Previous research on Mobile-Assisted Language Learning (MALL) has been conducted by numerous researchers, covering various aspects and types of MALL. Katemba (2021) conducted a study titled "Enhancing Vocabulary Performance Through Mobile Assisted Language Learning at a Rural School in Indonesia." The results of their research indicated that students who used technology for language learning showed significantly greater improvement compared to those who didn't use technology. Next, another study was carried out by Al-Shehab (2020) with the title "The Role of Mobile-assisted Language Learning (MALL) in Enhancing the Writing Skills of Intermediate IEP Students: Expectations vs Reality." The findings of this study demonstrated that student motivation in writing increased with the use of mobile technology.

Furthermore, Al-Jarf (2020) conducted "Online Vocabulary Tasks for Engaging and Motivating EFL College Students in Distance Learning During the Pandemic and Post-pandemic" with Saudi Arabian students as subjects. The study identified numerous applications, such as viz Vocup, Quizlet, Quizizz, game-based mobile apps, Saving Alice, Duolingo, Kahoot, vocabulary flashcards, mobile audiobooks, collaborative mobile ebook reading; podcasts; online dictionaries; concordance-based glosses; picture viewing and picture drawing on tablets; videos; e-portfolios; teaching idioms via graphic novels; multimedia annotations; social networks; project-based learning, and mind-maps, that boosted student motivation in vocabulary learning. Among these applications, Quizlet stands out as a versatile tool suitable for upper-intermediate level vocabulary learning, as suggested by Andarab (2019). Quizlet allows instructors to create custom flashcards for students or enables students to access existing flashcards, catering to their specific learning needs.

Based on interviews with Business Management students, it's clear that many of them lack confidence when speaking English. This is happened nowadays because students do not have much words to use. Surprisingly, students are not aware of the various applications that can help them to learn English vocabulary, both in and out of the classroom. Because of these findings, this research aims to answer two important questions. First, does using Quizlet actually help students learn more words whether they're in class or not? Second, what things make Quizlet more effective or less effective for learning new words? By understanding these factors, we hope to show how Quizlet can be a helpful tool for students to build their vocabulary and feel more confident when using English.

LITERATURE REVIEW

Vocabulary

Vocabulary is a collection of words or terms used in a specific language or field, encompassing common words, specific terms, technical terminology, and foreign words that have been incorporated into that language. Vocabulary is a fundamental aspect to be learned in English language acquisition. Mastering vocabulary will boost learners' confidence in communication, as it enables them to easily convey their intentions and

objectives when speaking. This is also true for reading, listening, and writing skills, which will undoubtedly become easier to master when one has a good knowledge of vocabulary.

According to recent researchers, vocabulary is an essential part of language proficiency, and acquiring a broad and accurate vocabulary is a crucial aspect of language learning (Dakhi & Fitria, 2019). Some studies also indicate that expanding one's vocabulary can enhance communication skills, aid in text comprehension, and enrich an individual's knowledge and experiences. Researchers have also identified various factors that influence vocabulary development, including social, cultural, and environmental factors. For instance, research suggests that individuals who grow up in vocabulary-rich environments and are frequently exposed to different languages tend to have a broader vocabulary compared to those who lack such experiences.

Technology and media also play a significant role in vocabulary development. Many researchers have explored the use of technology, such as language learning apps and online dictionaries, to help expand vocabulary. Sartini (2020) conducted a study titled "Kahoot in Maritime English Teaching: Its Impact on Nautical Science Cadet's Oral Reproduction and Vocabulary." The results of the research found that the use of technology with the Kahoot app made students more interactive, engaging, and improved their speaking skills due to the increased vocabulary. The use of Kahoot was also employed in Pahamzah's study (2022). The research showed that the use of Kahoot can enhance vocabulary through reading activities provided via the Kahoot application.

Mobile Assisted Language Learning

Mobile Assisted Language Learning (MALL) is language learning that utilizes mobile devices and technology. The types of mobile devices used include smartphones, tablets, and laptops, which are easy to carry, allowing both instructors and students to use them anywhere and anytime (Kukulka-Hulme, 2012). Supported by Azli et al. (2018), who stated that MALL can be used to support learning in both traditional and informal settings, MALL can be employed not only within the classroom but also effectively outside of it.

The implementation of MALL in learning involves using applications that are suitable for the material to be learned. According to Chiu et al. (2015), the use of MALL can enhance the language skills of learners. This is because mobile devices provide numerous features and applications that support language learning. An example of a smartphone application commonly used by many people today is a dictionary app, which can be used not only to learn vocabulary but also pronunciation (Chartrand, 2016).

Mobile Assisted Language Learning (MALL) is not only beneficial for students but also for educators. Chartrand (2016) suggests that both instructors and learners can easily access learning materials nowadays. With internet access, there is an abundance of new materials available, and many applications can be accessed without an internet connection, thus not limiting learning. Consequently, it can be concluded that the use of MALL provides numerous benefits for both students and educators. Instructors can easily find teaching materials that are readily available, and students can learn anytime and anywhere.

Research on Mobile Assisted Language Learning (MALL) in improving language skills has been conducted in various research subjects. According to Kukulka-Hulme (2009), MALL has many positive impacts on learners. Firstly, it enhances learning motivation through the use of technology that is widely possessed by students, such as

smartphones and tablets. It facilitates the learning process through exploration, analysis, discovery, and the selection of activities that meet individual needs, creating an enjoyable learning experience in the classroom through the use of technology.

Further research was conducted by Arvanitis and Krystalli (2020). They investigated the use of MALL, particularly the use of smartphones and tablets in teaching. The research findings revealed that there have been more than three hundred and forty (340) publications, including journal articles, conference proceedings, book chapters, and books related to Mobile Assisted Language Learning (MALL) over the past ten years, from 2010 to 2020. This indicates that the use of technology has had a significant impact on learning, and research in this field can continue to meet academic needs.

Quizlet

Quizlet application is a simple and innovative application that can be downloaded for free from both the Play Store and the App Store. It is easy to use and design to assist students in their learning. Quizlet is highly popular in online education because it offers over 150 lessons that can be selected according to individual needs. Quizlet is well-organized and provides virtual classroom services that are equipped with audio-visual facilities. In addition, instructors can create their own Quizlet sets by preparing a collection of vocabulary, including words and their definitions, translations, synonyms, antonyms, and more. Afterward, this vocabulary is inputted into the website, and the site will automatically generate seven different game modes.

Quizlet has been used by researchers in English language teaching in recent years. The latest research on the use of Quizlet was conducted by Fursenko et al. (2021). Fursenko et al. conducted an experimental study involving 57 students from the "Aviation Transport" Program at Kyiv National Economic University in Ukraine. The results of the research showed that Quizlet is effective in teaching vocabulary, which has a direct impact on students' speaking skills. Further research was conducted by Chaikovska and Zbaravska (2020) at the State Agrarian and Engineering University in Podillia. The research findings indicated that the use of Quizlet was effective because students could review vocabulary both in the classroom and outside, leading to an improvement in students' vocabulary mastery. From the research results, the features in Quizlet can be divided into 7 activities/ modes:

1. *Flashcards*: This feature can be used to review and learn vocabulary and listen to word or phrase pronunciation.
2. *Learn*: This feature consists of a set of questions related to the study material provided in flashcards. Here, there will be multiple choice questions where students can select the correct answer. The correctness of the chosen answer will be immediately displayed on the screen.
3. *Spell*: This feature can improve spelling or pronunciation by practicing directly within the Quizlet app.
4. *Test*: This feature is excellent for practice before quizzes or exams to ensure that students have thoroughly studied the terms. Different types of questions can be selected, such as essay, matching, multiple choice, and true/false questions.
5. *Match*: This feature allow you to race against the clock when matching terms and their definitions as quickly as possible. It also provides a Match mode for competing with other students.

6. *Gravity*: This feature provides a set of questions designed like meteors falling to Earth at varying speeds. It will train speed in answering and typing responses on the screen. There are also obstacles (in the form of red meteors) in this test to challenge our agility in solving the questions.
7. *Live*: This feature allows students to create groups and collaborate in solving the available question.

METHOD

This study is an action research aimed at enhancing business management students' english vocabulary through Quizlet. It was grounded on the concepts of action research proposed by Arikunto (2009) who identified four crucial stages in conducting CAR and Pardede (2019) who accentuates that action research concerns with how teachers as practitioners obtain knowledge through their practices and use the knowledge to improve their teaching skills.

Research Settings and Participants

The participants were 33 students majoring in Business Management at Manado State Polytechnic. The research activities were carried out in two cycles, with each cycle consisting of two meetings.

Action Procedure

This study was conducted in two cycles and divided into 4 stages: 1) Planning, the activity conducted is designing and implementing learning using Mobile Assisted Language Learning (MALL); 2) Action, the activity carried out is executing the planned steps for using Mobile Assisted Language Learning (MALL); 3) Observation, in the observation phase of the first cycle, the activity will involve observing the implementation of the learning activities using observation sheets that have been prepared; and 4) Reflection, in this phase, an analysis is conducted on all assessment results, including process assessment, attitudes, observations of student activities, as well as the evaluation of vocabulary mastery aspects. These four stages in the study constitute elements that form a cycle, which involves a series of sequential activities that return to the starting point, creating a recurring cycle.

Instruments and Data Analysis Technique

The instruments used in this study were test observation checklist. Observation is made during the learning process, namely in the form of observing student activities, assessing aspects of attitudes and aspects of process skills. Throughout the action research process, an observation checklist purpose was not to answer the research questions but to help collaborator to oversee the progress of the actions. The observations outcomes were subsequently utilized as feedback during the reflection stage (Pardede, 2018). The test used in this research are pre test and post test. Pre test are given before the learning process takes place. And post test are administered after the students already finish all the implementation process of using MALL. The quantitative data from the test was analyzed fatalistically by using tables. Thus the data gained from the observation checklist were analyzed using the descriptive analysis.

RESULT AND DISCUSSIONS

English language learning in the fourth semester of the Business Management program, especially in the subject of English for Business Practice which emphasized speaking skills. To support speaking skill development, students with a strong vocabulary mastery were better equipped to communicate fluently and meaningfully. To achieve this, Quizlet is used as a vocabulary learning tool in the classroom. In cycle I, the results of the vocabulary mastery test can be seen in the table below”.

Table.1. Vocabulary Mastery Test Results in Cycle I

No	Aspect	Score
1.	The highest score	80
2.	The lowest score	55
3.	Average	65.61

The table above provides an overall view of the "Vocabulary Mastery" test results for the third semester students of Class III MB 6, Business Management Program. In cycle I, the scores already meet the passing grade of the Course Learning Outcomes. This is evident from the class's average score of 65.61. However, for individual achievements, they have not yet met the passing grade of the Course Learning Outcomes, thus requiring to continue the cycle II." From the observation result, these are some weaknesses of students in cycle I learning process:

1. Some students faced challenges in comprehending the most effective ways to utilize the Quizlet application. These individuals encountered difficulties in grasping the optimal methods for navigating and making the most of the features offered by Quizlet.
2. Inconsistency of internet connectivity creates a situation where students often become disinterested and stop their exploration. The irregularity in their ability to access the internet leads to boredom, make them lose their motivation and discontinue their engagement with the learning process.
3. Some students had trouble staying focused on their studies. Instead of paying attention, they used another applications like WhatsApp and other social media. This made it hard for them to learn and understand the lessons properly.

A reflection was conducted by the researchers to a to rectify the weaknesses occurred in cycle I. The researcher modified the program planning for Cycle II as follows:

1. The researcher provided a renewed explanation of Quizlet usage, this explanation encompassed a comprehensive guide, starting from the initial step of creating an account on the platform, followed by detailed instructions on how to search for and access materials that are specifically relevant to the field of Business Management.
2. Preparing the same educational content in alternative formats, notably in the form of Power Point presentations. This preparation was done to ensure that students have immediate access to the learning material, especially in situations where using Quizlet becomes challenging due to technical issues or limitations.

- Group or paired assignments were given to practice vocabulary. The researcher monitored mobile phone usage actively in the classroom to ensure students focused on learning vocabulary without using other applications.

The results of the "Vocabulary Mastery" test for students during Cycle II are presented in Table below:

Table.2/ Vocabulary Mastery Test Results in Cycle II

No	Aspect	Score
1.	The highest score	90
2.	The lowest score	75
3.	Average	86.52

The table above provides an overall overview of the "Vocabulary Mastery" test results for the third semester students of Class III MB 6, Business Management Program, during Cycle II. In this cycle, the scores have met the passing grade for Course Learning Outcomes and individual achievements. The average score from cycle I to cycle II has shown an improvement of 20.91 points, with the average score in cycle I of 65.61 increasing to 86.52 in cycle II. SO that, the researchers no longer needs to proceed to cycle III. The student test results in cycles I and II are presented in the table below:

*Table.3
Vocabulary Mastery Test Results in Cycle I and II*

No	Aspect	Score	
		I	II
1.	The highest score	80	90
2.	The lowest score	55	75
3.	Average	65.61	86.52
		20.91	

Based on the analysis of the "Vocabulary Mastery" test results of students using Quizlet in Cycle I and Cycle II, it is evident that there was a significant improvement in the average scores from Cycle I to Cycle II. Thus, it can be concluded that the implementation of Mobile-Assisted Language Learning (MALL), specifically through the use of Quizlet, contributed to an enhance Vocabulary Mastery of the students. Through Quizlet, students not only acquired new vocabulary with contextual examples but also improved their pronunciation. The outcomes of this research align with the findings of Fursenko et al. (2021), who conducted a study involving 57 students in the "Aviation Transport" program at Kyiv National Economic University, Ukraine. Their research indicated the effectiveness of Quizlet in teaching vocabulary and its direct impact on students' speaking skills.

The use of Mobile-Assisted Language Learning (MALL), particularly employing Quizlet, received positive responses from the students. Observation checklist result throughout the learning process revealed that students exhibited enthusiasm due to the integration of technology in the classroom, enabling them to explore independently

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without constraints. Consequently, it can be inferred that MALL implementation fosters interactive learning and contributes to increased motivation, both within and beyond the classroom. This observation is congruent with the study by Chaikovska and Zbaravska (2020) conducted at the State Agrarian and Engineering University in Podillia. Their research findings emphasized the effectiveness of MALL, particularly Quizlet, due to its adaptability for repetition by students both inside and outside the classroom, thereby facilitating continuous vocabulary improvement.

Obviously, there are several factors influence the effectiveness of Mobile Assisted Language Learning (MALL) in vocabulary learning. First, the selection of relevant content to the students' need. Second, accessibility factors, such as students must have supported devices such as smart phones, tablets, or computers, as well as stable internet connectivity. Third, students' intrinsic motivation for actively and consistently engaged with the platform. And the last is supervision and monitoring during the learning process to ensure its alignment with the learning objectives and also avoid dependence on technology.

The selection content and features relevant to students' needs, specifically focusing on vocabulary mastery. In this case, students not only understand the meanings of words but also pronounce them correctly and understand how to use these words in sentences. This is emphasized by Fursenko et al. (2021), who state that choosing words appropriate for the students' level will contribute to the success of using Quizlet in language learning." Next is accessibility also influences the success of learning through the utilization of Quizlet significantly. Students must have supporting devices such as smart phones/ tablets/ computers and a stable internet connection. These devices should be ensured have smooth access to Quizlet. A stable internet connection enhances the effectiveness and enjoyment of learning. Based on observations, all students have the necessary devices, particularly smart phones, and capable to access Quizlet without difficulties

There must be self motivation from students to use Quizlet actively and consistently. Mastery of vocabulary undoubtedly impacts the proficiency of various language skills directly, namely listening skill, speaking skill, and reading skill, enabling students to utilize them anywhere, both inside and outside the classroom. In line with Azli, Shah, and Mohamad (2018), who state that Mobile-Assisted Language Learning can support language learning in formal as well as informal contexts. This means that the use of applications of MALL can be used by students independently wherever and whenever needed. Furthermore, the most important thing is supervision and monitoring during the learning process. Supervision and monitoring is also crucial to ensure the use of MALL aligns with the learning objectives. Direct observation was conducted when students use MALL, especially the using of Quizlet in the classroom. This includes observing their interactions with the application, their engagement during learning time, and the level of comprehension achieved. Feedback from students is also highly valuable regarding their experiences using MALL, particularly Quizlet. This achieved through group discussions on the strengths and weaknesses of using MALL for vocabulary learning.

CONCLUSIONS AND SUGGESTIONS

Based on the research finding, these are the following conclusions. First, the use of Mobile Assisted Language Learning (MALL) can enhance students' vocabulary mastery,

as evidenced by the average increase from cycle I to cycle II, showing an improvement of 20.91. Second, The use of Mobile Assisted Language Learning (MALL) is effective in vocabulary learning which enhance learning motivation through engaging and interactive media. The engaging and interactive media provided by MALL creates a conducive and stimulating learning environment, resulting in a high-quality learning experience both within and outside the classroom. Several factors influence the effectiveness of Mobile-Assisted Language Learning (MALL) in vocabulary education. These factors are the selection of content that relevant to students' needs, supervision and monitoring during the learning process to ensure alignment with learning objectives, and prevent the students become over dependence on technology.

Some suggestions for further reseachers are: first, existing content/ material can be developed in accordance with the existing curriculum to enhance students' learning motivation. Second, Limitations on the use of technology within the classroom should be present in order to maintain direct interaction and not disregard other crucial aspects in the teaching and learning process. And the last is further research on the implementation of MALL can be conducted or developed according to the learner needs.

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