

The Implementation of Flash Cards to Teach Vocabulary for Four Grade Students at MI Ma'arif NU Nurul Islam Pronojiwo

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Abstrak

Indonesia, English is still taught as a foreign language. This is due to the fact that English is not a common language among Indonesians. Nevertheless, the Indonesian government has included English in the curriculum to be taught in schools, taking into account its significance for international communication. Action research was used to carry out this investigation. One significant advancement in education is the use of action research. It has to do with what the teacher thinks. Do research to obtain a deeper understanding of the teaching and learning process in his own classroom. adding the in-person instructor (Burns, 2010:2). It aims to clarify the cause-and-effect link between the activities and results in order to resolve problems and put into practice workable methods to improve a situation. The researcher used a variety of techniques to collect data on the state of English instruction and education in MI Ma'arif Nurul Islam Pronojiwo's class IV. Initially, the researcher and the English teacher performed interviews and talks. Observations were then conducted to determine the classroom's true state. According to the results of cycles 1 and 2, using flashcards in the teaching and learning process helped students' vocabulary grow. Students' participation in class activities and the learning process is increased when they use flashcards. MI Ma'arif Nu Nurul Islam Pronojiwo students in class IV B served as the study's subjects. The objective of this study is to enhance the language skills of students in the fourth grade. We started this investigation in July 2023. The tasks were finished in two cycles, and the content was connected to descriptive text.

Keywords: *Language, Action Research, Vocabulary, and Flashcards*

1. INTRODUCTION

Indonesian, Even now, English is taught as a foreign language. The explanation for it is that English is not a daily language for Indonesians. However, the Indonesian government is including English in the curriculum to be taught in schools, considering account of the language's importance for global interaction. The problem we experienced or the students who complained a lot were that they said English was difficult, they didn't understand the meaning, it was difficult to read, writing and reading were different and what they disliked the most was the task of memorizing. Many of them are intentionally absent to avoid participating in English lessons, starting by skipping school, and so on. Therefore, the desire arose to make English lessons look interesting and fun, namely using flashcard media as a tool for effective learning facilities or facilities and making it easier for students to actively learn vocabulary.

The goal of learning English is for learners to communicate both orally and in writing. Students have the ability to express, understand, and express ideas, thoughts, information, and emotions. The four language skills—speaking, listening, reading, and writing—are also included in English instruction and learning. These abilities help learners communicate more effectively. Additionally, these four skills are supported by a number of important components, including vocabulary, grammar, spelling, punctuation, word creation, and sentence a company. There are 5 important steps in learning vocabulary, namely: 1) having sources to find new words, 2) obtaining clear images that can be seen (visual) or audible (auditory), or both, 3) learn the meaning of the word, 4) make a strong connection between the form and meaning of the word; 5) use the vocabulary (Hatch & Brown, 1995). This means that vocabulary learning is a process of discovering new words through listening and reading, then using or applying these new words in writing and reading.

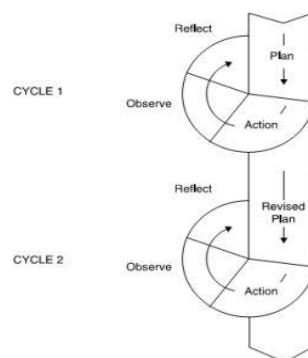
Developing proficiency in language by students have many benefits. They have little difficulty learning English and communicating their views. Students need to be proficient in vocabulary; in fact, they often don't understand fact. In English lessons, they often converse in their own language. As a result, they do not know many English words. They have the language and skills to articulate their ideas in English. In his study titled "Improving Grade Eight Students' Vocabulary Mastery Using Flashcards at MTsN Godean in the Academic Year of 2016-2017," (Aulia, 2016) did earlier research. This kind of research employs a qualitative, descriptive methodology. There are several similarities between this research and previous research, namely that the first two students are research subjects, and the second is the use of descriptive and qualitative methods in the types of research strategies and methodologies.

What distinguishes this research from previous research is that first, the purpose of this research is MI Ma'arif Nu Nurul Islam Pronojiwo Class Four while the subject of the previous research was MI Ma'arif NU Nurul Islam Pronojiwo Class Four, the growth of vocabulary learning using flashcard media was the topic of the previous study; and third, the location of the previous research was at MTs Godean, while in this study it took place at MI Ma'arif NU Nurul Islam Pronojiwo. In conclusion, this is where students direct of vocabulary gets in action. This forms the cornerstone for students' English ability to communicate and is a vital part of language development. The more words one knows, the greater the ability to understand what is heard and read and the higher the ability to be able to say what one wants to say or write. When they master vocabulary, they can convey their ideas easily. And also can more easily improve memory vocabulary in English. Given the importance of vocabulary mastery for students, researchers will conduct action research related to students' vocabulary mastery using the flashcard game method for class IV students of Mi Ma'arif NU Nurul Islam Pronojiwo.

2. RESEARCH METHODOLOGY

Action research was employed to carry up this research. An important development in education include the implementation of action research. It has anything to do with the teacher's ideas. Study research to better comprehend the teaching and learning process in his own classroom. Include the instructor in person (Burns, 2009). By demonstrating the cause-and-effect link between the activities and outcomes, it aims to solve the problems and put actual actions into practice to improve a condition. The main objective of action research, according to (Burns, 2009), is to discover problems in the classroom and then consciously try to solve or improve those problems. (Hopkins, 2008) quotes Rapport as saying that action research advances the objectives of collaboration in the social sciences consider people's challenging situations and conduct their research within an acceptable ethical framework. This study set out to solve the problems that students were having with language proficiency. This study was a collaboration between the researcher and the English teacher. This study was built upon the action research paradigm created by Kemmis and McTaggart and published in (Burns, 2009). These steps are planning, doing, observing, and reflecting. The steps are illustrated in Figure 1.1.

Figure 1.1 Cyclical AR model based on Kemmis and Mc Tanggart in Burns (2010)



Planning

The researcher discovered the vocabulary learning challenges faced by students and came up with a strategy to help them become stronger in the language (Oxford, 2016). The way that researchers structure and design the material is dictated by KD, or Basic Competency Standards. This determines the kind of vocabulary that will be chosen.

Action

Here, the researcher uses flashcards to instruct students in language. There were two cycles to the activity. The RPP that was created at the planning stage is used by researchers. Two cycles of the action were conducted, with two meetings in each cycle.

Observation

During this phase, the researcher observed and recorded the students using flashcards to boost their vocabulary ability in the tenth grade.

Reflection

When the cycle comes to a conclusion, researchers and partners consider and assess what they did. This is achieved by evaluating the gathered data. Afterwards, collaborators and researchers decide whether acts qualify as successful. The following cycle will keep going with this course of action. The less effective initiatives, however, will be altered and implemented during the following cycle.

3. RESULT AND DISCUSSION

In order to gather information regarding the state of English instruction and learning in class IV at MI Ma'arif Nurul Islam Pronojiwo, the researcher conducted a number of activities. The researcher first spoke with the English teacher through conversations and interviews. After then, observations were done to determine the real state of the classroom (McDonough & McDonough, 2014). Researchers and English teachers discussed the findings after observing problems with the teaching and learning process. In order to gain more insight into the English teaching and learning process from the students' point of view, a second interview was conducted. This interview focused on vocabulary acquisition and the students' own assessment of their level of English proficiency. Then, class IV B conducted a pre-test on Thursday, July 20, 2023. The student's pre-test scores were not very good. The teacher's assertion that most children no longer have difficulty with language comprehension and memorization is supported by this result.

Determination of Field Problems

On July 17, 2023, preliminary observations and interviews revealed a number of problems with the language competence of class IV B students. These are problems. A belief that learning English is difficult because students have vocabulary is the first obstacle to their vocabulary acquisition. In addition, students don't appear to be keen on learning and remembering phrases. Therefore, the teacher is relied upon by the students to translate their English terms (Aneski, 2022). The fact that students hardly ever bring English dictionaries to class is a different problem. Therefore, they are unable to determine the meaning of unknown words on their own. The second issue is the absence of media use in class activities. since studying vocabulary in English lacks creativity. Additionally, teachers don't frequently employ other supporting resources to aid students in understanding the material. On July 20, 2023, the researcher then administered a pre-test to class IV B. A belief that learning English is difficult because students have vocabulary is the first obstacle to their vocabulary acquisition (Dewi, 2021). In addition, students don't appear to be keen on learning

and remembering phrases. Therefore, the teacher is relied upon by the students to translate their English terms. The fact that students hardly ever bring English dictionaries to class is a different problem. Therefore, they are unable to determine the meaning of unknown words on their own. The pre-test results showed that the students' level of understanding of vocabulary weren't exceptionally high. It's apparent from the accompanying table that the typical grade IV B student has not attained the required minimum KKM of 70. This shows how little of students' vocabulary is learned. Therefore, additional study is needed to improve students' vocabulary mastery.

Identifying the Field Problems That Need to Be Fixed

Academics and researchers should evaluate these and other problems. They spoke regarding and selected issues that, although still acceptable given the circumstances of teaching and learning, the individuals involved, and the available resources at the moment, needed to be rectified right now. Then, educators and researchers concur that improving kids' vocabulary competence is the most pressing issue that has to be resolved. This is result of class IV B students relatively low pre-test average score. The researcher wants to use flashcards as a tool to help students grow more competent with a language. It is intended to use flashcards in a variety of tasks. As a result, flashcards have never been utilized in the process of teaching or learning, especially when it comes to vocabulary learning.

Cycle 1 Report

Planning

The researcher chooses multiple steps to address the problem after identifying the most significant and manageable one to tackle. The goal of the activity is to increase the vocabulary mastery of the pupils by using flashcard media. The action plan for the first cycle is as follows, based on the outcomes of the July 17, 2023, conversations with the English instructor as a collaborator.

Applying Flashcards to Teach Vocabulary

It is planned that just a single type of flashcards will be used all through the first cycle. Specifically, word cards. The actions will be put into force from July 20 and July 22, 2023. Students are given vocabulary related to the post-test at the end of the instruction through picture word cards. In order to boost student engagement and make teaching and learning more engaging for them, the picture cards will also be used into a number of gaming activities.

Using English Classes During the Teaching and Learning Process

The researcher lectures the class during the experiment. As such, English classes have been scheduled to be used for both instruction and learning. The goal is to introduce students to the language of English and assist them in familiarizing them selves with the common vocabulary used in the classroom and at school.

The researcher intends to use the English class for a number of purposes, including welcoming students, outlining the subject, providing instructions, providing comments, bestowing presents of gratitude, and concluding the class.

Delivering Lesson Objectives to Students

During the experiment, the researcher gives a lecture to students. English lessons are therefore planned to be utilized for both teaching and learning. The objective is to help students become familiar with the common terminology used in the classroom and at school as well as to expose them to the English language. The researcher plans to use the English class for several things, such as greeting students, summarizing the topic, giving directions, making remarks, giving gifts of appreciation, and wrapping up the session.

Asking Students to Work in a Group

The researcher intends to use flashcards in a variety of activities and games during the activity. Group work will be involved in both. As a result, in order to finish assignments or games, students are required to be able to work constructively and support one another by sharing their knowledge with other group members.

Provide Feedback on Students' Pronunciation and Spelling Practice

Improving students' spelling and pronunciation is, of course, the main objective of providing pronunciation feedback. This stage will be finished as long as it is possible, during the teaching and learning process. The researcher allow students practice pronouncing words correctly each time he showed them the flashcards. Students are trained to say the words that the researcher models for them. When the students mispronounced a word, he then provided comments. If the pupil pronounced something incorrectly, he also fixed their spelling.

Ask Students to Bring Dictionaries

Naturally, the researcher invites students to bring dictionaries to class so they can practice pronouncing words correctly and spelling words correctly. It is anticipated that each table will have a minimum of one dictionary available to assist students with their homework or other tasks. At every meeting, researchers always advise students to carry a dictionary. The instructor also stresses to the class how important it is for them to have dictionaries. He clarified that dictionaries can assist students in learning unfamiliar words.

Giving Gifts

The researcher intends to offer a modest reward in the form of recognition at each meeting. Students should be encouraged to be more active as a result of this. Students that receive awards are more inclined to adhere to the teaching and learning process.

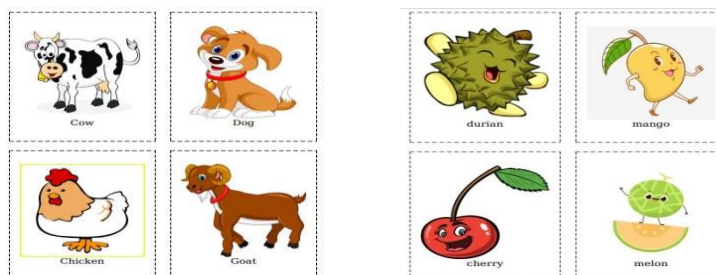
Actions and Observations in Cycle 1

Three meetings were required to complete the cycle 1 action. July 20, 2023 marked the first meeting, July 21, 2023 marked the second meeting, and July 22, 2023 marked the concluding meeting. The topic of the first cycle was showing and introducing pictures in the form of animal and fruit names for the second meeting introducing the names of animals and came back with a different picture from yesterday and for the third meeting we reviewed what we had learned before. The English teacher served as an observer and the researcher as a teacher during the activity.

Applying Flashcards to Teach Vocabulary

In accordance with the previous researcher's idea, this cycle's implementation uses a single kind of flashcard. Three meetings were needed to implement them. When the researcher initially questioned the students if they had ever used flashcards to study vocabulary, they replied negatively. Picture cards were used by the researcher during the first face. The student participants were then instructed to demonstrate the flashcards that the researcher had previously shown them; he repeated this request once he had shown each card. The researcher went over each picture card with the children one at a time and made sure they were practicing pronouncing words correctly. The names of the fruits and animals match the descriptions on the researcher's cards.

Figure 3.1 Flashcards used in meeting 1



The researcher used new picture word cards at the second face. Students receive picture word cards, which include new vocabulary and visuals, much like in the first meeting.

Figure 3.2 Picture of Flashcards at Meeting 2



In Figure 3.2 is the card used in the subsequent gathering. Word cards with pictures in picture 7. Used to provide vocabulary to students, in the different picture guessing activities, the researcher divided the students into 4 groups, each group consisting of 5 students. Due to time constraints, the Groups were separated according to the seats they occupied. When engaging in teaching and learning activities, students are highly engaged. Time allocation was a problem with this task that later turned out to be one of the first cycle's shortcomings. Because of the limited time for learning, it also coincides on weekends, where the allocation of learning time is quite short. At the third meeting, students reviewed the vocabulary learned previously. After being given time to remember and memorize again, the researcher guessed the picture to the students individually. and this time there will also be a group guessing game. During the first and third meetings, researchers utilized picture flashcards. Following a description of the game's rules, the researcher employed picture word cards as a medium for the guessing game above the head.

Using English Class during the Teaching and Learning Process

Every meeting uses class English as scheduled. The researcher says hello, goes over the guidelines, or gives the class an English-language task to complete. The researcher employs a number of terms that students are acquainted with at the outset of the learning process.

Communicating Lesson Objectives to Students

In response to the earlier query, the researcher will present the learning goals at each cycle 1 meeting. The rationale is that each meeting's lesson plan is known to the students. They didn't initially give much thought to what will be discussed at each meeting. However, students usually pay more attention the next time around so they can learn more.

Asking Students to Work in Groups

The researcher assigns students to work in groups or in pairs during each meeting. Activities in pairs or groups aim for students to be able to communicate with each other, as well as build students' self-confidence, and learn from one another. To save time, groups are assigned by their seats. And it turns out that when students do assignments together in groups they engage in teaching and learning more actively.

Provide Feedback on Students' Pronunciation and Spelling Practice

It's obvious that practice feedback on students' spelling and pronunciation goals would help them improve. In addition, by doing this, they gain confidence in their ability to pronounce the words correctly. At every cycle 1 meeting, the researcher provided input regarding the pronunciation of the students. Students had additional opportunity to expand their vocabulary and gain confidence in pronouncing words by taking part in pronunciation exercises.

Ask Students to Bring Dictionaries

Teachers advise students to carry dictionaries to class in order to aid them in the teaching and learning process. It additionally seeks to increase the kid's vocabulary (Asroni, 2023). As they are growing their vocabulary, students may find it helpful to verify the spelling and pronunciation of terms they are learning. However because students sometimes forget to carry dictionaries, the researcher decided to help with translation so that students may easily and understandably engage in the teaching and learning process.

Giving Gifts

The researcher expects that by rewarding praise and participation at every meeting, students would become more engaged and driven in the process of teaching and learning. When they are aware that there will be a reward, students are more engaged in the instruction and learning process.

Cycle Report 2

Cycle two also contains the same steps as those in cycle one. However, there are different results. The results of the two cycles are in the column below. The results of cycles 1 and 2 indicated that using flashcards in the teaching and learning process helped students learn more vocabulary. Students become more engaged in class activities and the learning process when they use flashcards. Additional interventions used in this study also yielded favorable outcomes for the students.

Table 3.1 shows the research findings for enhancing students language mastery.

No	Action	Precondition	Cycle 1	Cycle 2
1.	Using flashcards in the classroom as a teaching tool.	During the teaching and learning process, the teacher never makes use of flashcards.	Applying flashcards is meant to encourage students to look in new English vocabulary. In addition, it assists students understand vocabulary	Using flashcards can integrate student vocabulary which makes students increase in vocabulary mastery. In addition,

			related to introducing various names of fruits, animals, professions and colors. In addition, in addition, at the start of each meeting, students are allowed to finish the tasks given by the researcher based on picture cards.	learners can learn new terms from each other and help with each other's remember with flashcards with an assortment of games and activities. The employing the researcher's picture cards, students can recognize vocabulary.
2.	Using English classes during the teaching and learning process.	The English classroom can only be used at the beginning of class. The teacher immediately started the lesson. In addition, instructions are always provided in Javanese and Indonesian.	Researchers use English classes aiming to provide expressions of exposure to students. And students can respond to researchers when they are familiar with these expressions.	In cycle 2, the researcher used the same English class as in cycle 1. Students were able to respond to some English vocabulary in this cycle. They still addressed to the researcher in Indonesian.

3.	Communicating lesson objectives to students	Students are informed to the teacher of the subjects that will be covered this time.	Let students know what the lesson's goals are can help them get familiar with the content they will be studying.	Students take an active role in the teaching and learning process and are aware of the goal of getting words and pictures.
4.	Ask students to work in groups	Teachers sometimes ask students to work in groups.	Students communicate more actively in group conversations when they are grouped. due to finish the assignment that the teacher assigned. They engaged in lively conversation with their group mates. They also enjoy working in groups since it encourages participation and enthusiasm	Students feel comfortable with the group. Because they can work together. It was so they could talk to their group about answers that they were unsure concerning.

			in the classroom.	
5.	Providing feedback on students' pronunciation and spelling exercises.	Students sometimes get feedback on spelling pronunciation exercises.	Gradually, students demonstrated awareness in their spelling and pronunciation. Students frequently query the researcher on pronunciation and spelling accuracy. However, the researchers could not find much of an improvement in the feedback.	Additionally, the students in cycle 2 got feedback on their pronunciation and spelling. Every now and again, students would inquire as to whether the pronunciation or spelling was accurate. Nonetheless, individuals feel comfortable speaking those terms and completing the assignments the researcher provides throughout the class.
6.	Students ask to bring a dictionary	Dictionaries are seldom brought to class to students.	Though some students carry dictionaries	Most of the students already know about

			with them to class, others do not.	unknown vocabulary, only a few of them still need a little help from researchers.
7.	Give gifts	Teachers sometimes give rewards to students.	If students do the activity correctly, they receive praise in addition to other rewards like candies and refreshments. They become more engaged in class in order to receive awards.	Reward composition in cycle 2 was identical to that of cycle 1. Reward-based learning was successful in encouraging students to participate more in class.

Students' Vocabulary Mastery Score

As was already established, during the two study cycles, students vocabulary mastery increased as a result of using flashcards. Interviews with teachers and students as well as observations of the teaching and learning process allow for the conclusion of this. As scheduled, the researcher administered a pre-test prior to the action and a post-test afterwards. The scheduled time of the post-test is July 22, 2023. The minimum score students must achieve is 70 according to KKM. And the final scores from the results of the pre-test and post-test in cycles 1 and 2 show an increase in students' vocabulary mastery where the scores obtained by students exceed the KKM or above 70. And this indicates an increase in students' vocabulary mastery by using the media flashcards.

Table 3.2 Average Post-Test Scores of Student

NO	Name	Average Scores (0-100)
1	Adam Faizal Hakimi	80
2	Ahmad Kadafin Nur S.	81
3	Ahmad Riva Febrianto	74
4	Al-Faqih Marga Baihaqi	72
5	Anugra Qo'is Sidiq	80
6	Azzulfa Huriyyata .H.	75
7	Bryan Hafizh Alvino	85
8	Dewi Zulaiha	70
9	Fadhil Muhammad	80
10	Ghozelia Anjani Yurutun .N.	87
11	Jaelani Badawi Akbar	73
12	Lionita Bella Jayani .T.F.	72
13	Muhammad Fadhil Ariyanto	75
14	Muhammad Ilman Fahmi .M.	100
15	Muhaamad Noval Azril	76
16	Mumtaz Ridho Romadhon	78
17	Nikeisha Farah Azalia .H.	70
18	Novan Iqbal Irfianto	98
19	Raisyia Arsyifa Afkarina	100
20	Viola Habibatul Wildayn	80
Average Class IV B		80,3

Discussion

The researcher chose to conduct this action study because he thinks that expanding one's vocabulary is crucial to learning a language. The researcher discovered, through observations and interviews, that the teacher occasionally provided vocabulary to the students and only translated words that the students were unfamiliar with. In the process of teaching and learning, only textbooks from schools are used in the media. Furthermore, because flashcards offer so many benefits, researchers employ them as media in the teaching and learning process.

(Az-Zahra, 2023) noted that using flashcards to teach vocabulary can be helpful. Using flashcards has several benefits for students, like helping them retain shapes and meanings in their minds, making the teaching and learning process interesting for them, and draws their focus to in-class activities and incorporates them into The systematic approach to instruction. The student's knowledge of the language increased after finishing the assignment. The results of their pre- and post-tests serve as its foundation. The pre-test results showed that the children's proficiency in language level remained relatively low. After that, the students received instruction how to use flashcards to boost their vocabulary mastery. The treatment was given in two cycles, each consisting of three sessions. To assess if the students had changed, the researcher gave them another examination. The results of the students' post-test make it evident that teaching vocabulary with flashcards can make students more adept vocabulary learners.

4. CONCLUSION

Students in class IV B of MI Ma'arif Nu Nurul Islam Pronojiwo were the subjects of the study. Enhancing fourth-grade kids' language skills is the goal of this project. We started this investigation in July 2023. The material was tied to descriptive text, and the actions were completed in two cycles. There were several modifications to the students understanding of vocabulary following the first cycle's implementation of the actions. Students' understanding of vocabulary can be enhanced by using flashcards in the teaching and learning process. Students are also encouraged to participate actively in these activities by this. There were several modifications to the students understanding of vocabulary following the first cycle's implementation of the actions. Students' understanding of vocabulary can be enhanced by using flashcards in the teaching and learning process. In addition, it could motivate students to take part fully in class activities.

After researchers and collaborators review the successful and less effective actions taken during the study, as detailed in chapter IV, certain changes still need to be completed. Cycle 2 therefore included a number of amended acts. Researchers discovered in cycle 2 that using flashcards in conjunction with a few extra activities, such games, might still improve student mastery. Recognizing students for their efforts during the teaching and learning process also boosts their motivation. In terms of the study's goal, which was to increase students' vocabulary mastery, it was deemed successful. The outcomes of the pre- and post-tests confirm this. In summary, the integration of flashcards into the educational process may improve students' vocabulary learning.

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