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The Effect Of Using Listen-Read-Discuss (LRD) Strategy On The Grade Eleventh Students Achievement In Listening Comprehension At SMK Swasta Persiapan

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan strategi mendengarkan-membaca-diskusi terhadap prestasi siswa kelas sebelas dalam mendengarkan teks deskriptif di SMK Persiapan Pematang Siantar. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian quasi eksperimen. Populasinya adalah siswa kelas XI SMK Swasta Persiapan Pematang Siantar yang berjumlah 170 siswa. Sampel penelitian ini dibagi menjadi dua kelas yaitu kelas eksperimen (XI TAV) yang berjumlah 30 siswa yang menggunakan strategi mendengarkan-baca-diskusi (LRD) dan kelas kontrol (XI TKRO) yang berjumlah 30 siswa yang menggunakan strategi konvensional. Instrumen pengumpulan data menggunakan pilihan ganda untuk pre-test dan post-test. Hasil penelitian menunjukkan bahwa rata-rata post-test di kelas eksperimen adalah 73,4 dan rata-rata post-test di kelas kontrol adalah 66. Setelah itu peneliti menemukan bahwa T_{hitung} lebih tinggi dari T_{tabel} ($2,110 > 1,672$) pada taraf signifikansi adalah 5%. Berdasarkan hasil temuan H_a diterima dan H_o ditolak. Oleh karena itu, dapat disimpulkan bahwa penggunaan Listen-Read-Discuss (LRD) secara signifikan meningkatkan kemampuan siswa di SMK Swasta Persiapan Pematang Siantar dalam pemahaman mendengarkan teks deskriptif.

Kata Kunci: *Pemahaman Mendengarkan, Teks Deskriptif, Mendengar-Baca-Diskusi*

Abstract

The research aimed to find out whether the use of the effect of using listen-read-discuss strategy on the grade eleventh students achievement in listening of descriptive text at SMK Swasta Persiapan Pematang Siantar. This research is quantitative research with quasi experimental research design. The population is the grade eleven of SMK Swasta persiapan Pematang Siantar with a total of 170 students. The sample of this research is divided into two classes namely experimental class (XI TAV) consist of 30 students that used listen-read-discuss (LRD) and control class (XI TKRO) consist of 30 students that used conventional strategy. The data collection instrument used a multiple choice for pre-test and post-test. The research finds that the mean of post-test in experimental class is 73.4 and the mean of post-test in control class is 66. After that the researcher find that Ttest is higher than Ttable ($2,110 > 1.672$) at the level significance is 5%. Based on the result finding H_a is accepted and H_o is rejected. Therefore, it can be concluded that used Listen-Read-Discuss (LRD) significantly improves the students' ability at SMK Swasta Persiapan Pematang Siantar in Listening comprehension of descriptive text.

Keyword: *Listening Comprehension, Descriptive Text, Listen-Read-Discuss*

INTRODUCTION

In addition to reading, writing, and speaking, the four fundamental language skills in English include listening. Since children must be able to listen in order to pass written English tests both locally and nationally, listening skills should be developed sooner, starting in kindergarten and continuing through higher education. According to Underwood (1989), listening is the process of paying attention to the speaker while attempting to make sense of what has been said (Ferrah & Nemmouchi, 2018).

A key component of learning a language is listening. When learning a new language, listening is a crucial skill that emerges quicker than speaking and frequently influences the growth of reading and writing skills (Yeşilbağ et al., 2020).

Based to the 2013 curriculum, one of the abilities that must be developed for senior high school learning is listening comprehension. The high school descriptive text curriculum had three core competencies (Yamagata et al., 2022). The first involves understanding social function, text structures, and linguistic components in descriptive texts to make claims and pose questions about the description of a person, an animal, or an object using the simplest and shortest words possible that are appropriate for the situation (Pratiwi & Nur, 2019). The second is the shortest and most straightforward text, which contains to stop the feeling of oral and written description. The final one pays close attention to social function, text structures, and linguistic aspects while organizing brief and basic descriptive text about people, animals, and objects (Zean, 2020).

Based to the researcher's teaching experience at a high school, pupils had some trouble understanding the text they had read since they had trouble listening comprehension, didn't understand the context of the text, and encountered a lot of unfamiliar vocabulary. This indicates that after participating in listening comprehension, the students were unable to absorb the material and instead narrated it in their own terms. Additionally, they had trouble responding to the questions (Sipayung, 2021). When answering questions or determining the contents, a listener's comprehension of the material can be seen. The study also discovered additional elements that contributed to students' struggles with learning tasks, particularly listening comprehension learning, such as their use of listening material and propensity to employ (Sari & Aminatun, 2021).

The researcher will therefore attempt to use a different method to address these issues in order to make it simpler for students to understand writing, particularly descriptive text. The Listen-Read-Discuss (LRD) technique has been chosen as the alternative. LRD, according to Manzo and Casale (in Munthe, 2020), is a proficiency method that encourages students to comprehend text. By understanding what they have read, students can form opinions, develop ideas, construct significant discussions, demonstrate their understanding of the reading passage through the exercises provided, and advance to new levels of proficiency. It is one of many reading strategies that could be effective and advantageous when used in the listening instruction and learning process (Souzane & Soumia, 2019). It instructs pupils before, during, and after reading (brainstorming what to read).

Previous research were done by several researchers, including Akbar (2018) and Pebriana, et al. (in Sun & Yin, 2022). Their research results showed positive impact of utilizing Listen-Read-Discuss strategy in improving students' listening comprehension.

Based on the explanations above, the researcher is interested in using Listen-Read-Discuss strategy as a teaching medium to improve students' comprehension to listen English. Hence, researcher will conduct a research entitled "The Effect of Using Listen-Read-Discuss (LRD) Strategy on the Eleventh Grade Students Achievement in Listening Comprehension at SMK Swasta Persiapan Pematang Siantar."

RESEARCH METHOD

Research Design

In this research, quantitative research with a quasi-experimental research design is employed. As described by Ary et al. (2010), this method involves collecting numerical data through carefully monitored procedures and analysis to address specific questions or test hypotheses. Furthermore, Ary et al. (2010) explain that experimental research entails

systematically modifying one variable in relation to another and analyzing the resulting outcomes (Harahap et al., 2020). It is important to note that quasi-experimental research involves assigning participants to groups, albeit not through random means, as eloquently stated by Creswell (2011). By adopting this research design, the researcher not only acknowledges potential threats to both internal and external validity but also takes proactive measures to address them.

Population and Sample

The population of this study consists of all of the 11 classes of SMK Swasta Persiapan Pematang Siantar's pupils for the academic year 2022–2023. There are varied numbers of pupils in each class. There are 170 students enrolled in grade XI overall. The experimental group is chosen from one class, and the control group is chosen from the other. The group receiving a different treatment, receiving standard care, or not using Listen-Read-Discuss is the control group (Marchini & Ramsammy, 2022). The group receiving the therapy or using LRD while listening descriptive material is the experimental group. A total of 60 students from the classes XI TKRO, the control group, and XI TAV, the experimental group, make up the sample for this study.

Research Instrument

The research instrument was a device used in the study's measurement of the variables. The research tool is also used to retrieve information that is needed to process the research's findings. In a nutshell, the study instrument was a device used for pre- and post-test hearing assessments. An objective test was administered to students by the teacher. According to Silverius (Tamam, 2022), an objective test or multiple-choice test is one where the answers to the questions are chosen from the offered options. The test, which consists of 20 multiple-choice questions, is based on a descriptive text passage

Data Analysis Procedure

The data was obtained by administering a set of 20 multiple choice questions, comparing the outcomes between experimental group which employed LRD method and control group which utilized lecture-based instruction.

In order to examine the hypothesis, the researcher employed one-tailed test with level of significance at 5% ($p=0.05$). To determine the appropriate degree of freedom (df), the formula $N-1$ was utilized. In order to examine the hypothesis, the researcher employed one-tailed test with level of significance at 5% ($p=0.05$). To determine the appropriate degree of freedom (df), the formula $N-1$ was utilized.

1. If the value obtained from the t -table $>$ t -test, we can accept null hypothesis and reject alternative hypothesis. This finding strongly suggests that the implementation of LRD has

the potential to significantly enhance the listening comprehension skills of the eleventh grade students at SMK Swasta Persiapan Pematang Siantar.

2. If the $t\text{-test} < t\text{-table value}$, we can confidently conclude that null hypothesis (H_0) is valid and alternative hypothesis (H_a) can be dismissed. This signifies that the implementation of the LRD method has no potential to significantly enhance the listening comprehension skills of the eleventh grade students at SMK Swasta Persiapan Pematang Siantar.

RESULT AND DISCUSSION

Data Analysis

The data was meticulously gathered through the administration of a designed test, serving as a reliable instrument. This valuable data emanated from the students' scores in the Listening component of this research. The scores were derived by simply totaling the correct answers. In order to acquire this data, the researcher administered Listening comprehension test in multiple choice format to eleventh grade students at SMK Swasta Persiapan Pematang Siantar (T. N. Fitria, 2021). Subsequently, the researcher methodically analyzed the students' scores utilizing the formula outlined in chapter III.

The students' scores of Pre-test and Post-test in Experimental Class

The experimental class for this research consisted of 30 students in class XI-TAV of SMK Swasta Persiapan Pematang Siantar. Listen-Read-Discuss used to teach an experimental class.

Table 1. Score of the Pre-Test and Post-Test in Experimental Class

No	name of students	Pre-Test (X)	Post-Test (Y)
1	Adli Sihombing	25	85
2	Andre Sinaga	20	80
3	Berlin Pardede	35	85
4	Citra Situmeang	20	75
5	Dinda Purba	25	80
6	Dewi Sinaga	20	75
7	Erwin Manalu	35	85
8	Fikri Silalahi	20	75
9	Faisal Khoiro	25	75
10	Gilang Syahputra	20	80
11	Gibran Sidabutar	35	80
12	Grace Zenderato	20	80

No	name of students	Pre-Test (X)	Post-Test (Y)
13	Hendrik Simamora	35	80
14	Hezkiel Simatupang	25	70
15	Hesti Suryati	20	65
16	Indah Manalu	25	80
17	Jefri Munthe	20	80
18	Jesika Sihite	35	75
19	Leo Silalahi	25	80
20	Muhammad lesmana	20	80
21	Muhammad Syahputra	25	75
22	Novita Marbun	20	60
23	Nike Simarmata	35	70
24	Okta Sinaga	25	80
25	Parulian Naibaho	20	80
26	Pesta Lubis	20	75
27	Putra Nainggolan	35	60
28	Rista Pardede	20	80
29	Risky lubis	25	60
30	Ramli Siahaan	35	80
	Σ	765	2203
	MEAN	25.5	73,4

Mean of pre-test in experimental class:

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{765}{30}$$

$$\bar{X} = 25.5$$

Mean of post-test in experimental class:

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{2203}{30}$$

$$\bar{X} = 73,4$$

Based on table the pre-test and post-test in experimental class showed that the total score of pre-test was 765 and the total score of post-test was 2203.

The students' scores of Pre-test and Post-test in Control Class

The control class for this research consisted of 30 students in class XI-TKRO of SMK Swasta Persiapan Pematang Siantar. Listen-Read-Discuss used to teach an experimental class.

Table 2. Score of the Pre-test and Post-test in Control Class

No	name of students	Pre-Test (X)	Post-Test (Y)
1	Amena harahap	30	60
2	Alex Hutasoit	30	80
3	Binsar Siahaan	35	70
4	Betty Nainggolan	30	65
5	Clara Sitinjak	30	70
6	Chelsea Harahap	25	80
7	Dina	35	70
8	Dika Purba	35	70
9	Ezra Hasibuan	25	80
10	Enjelina Simbolon	25	65
11	Erika Purba	35	70
12	Kristina Tarigan	25	60
13	Kevin Nababan	30	70
14	Lestari Sitinjak	25	65
15	Lisa Siahaan	30	70
16	Maria Sembiring	20	55
17	Marsel Malau	30	70
18	Neni Sihombing	30	65
19	Nia Simanjuntak	25	65
20	Nur Bekti	50	70
21	Natalia	50	70
22	Nadia Napitu	20	55
23	Reinhad Silalahi	30	70
24	Rezeki Simarmata	20	55
25	Shanty Manik	25	60
26	Shintia Pasaribu	30	70
27	Shelly Sinaga	20	60

28	Viona Pardede	20	60
29	Viola Pardede	20	60
30	Wahyu Simanjuntak	20	50
	Σ	855	1980
	MEAN	28,5	66

Mean of pre-test in control class:

$$\bar{X} = \frac{\Sigma fx}{N}$$

$$\bar{X} = \frac{855}{30}$$

$$\bar{X} = 28,5$$

Mean of post-test in control class:

$$\bar{X} = \frac{\Sigma fx}{N}$$

$$\bar{X} = \frac{1980}{30}$$

$$\bar{X} = 66$$

According to the findings presented in table, it is evident that none of the students were able to attain the desired KKM score of 75. Furthermore, the table also reveals that the cumulative pre-test score for the control class amounted to 855, with an average score of 28.5. Similarly, the total score for the control class was recorded as 1980, with an average score of 66.

Based on the insightful observations provided by Table 4.3, it becomes apparent that the cumulative sum of the post-test duration within the experimental group amounted to 1540.3. Such crucial figures necessitate the calculation of the standard deviation for the post-test results in the experimental class, enabling a meaningful comparison with the control class's post-test data.

Standard deviation of post-test in experimental class:

$$S^e = \frac{\sqrt{\Sigma d^2}}{N-1}$$

$$S^e = \frac{\sqrt{1540,3}}{30-1}$$

$$S^e = 7,28$$

So, based on the calculation above the total of standart deviation of post-test in experimental class was 7,28

Based on the insightful findings presented in Table 4.4, a noteworthy observation arises - the cumulative sum of squared values for the post-test in the control class amounts to a substantial 800. These pivotal data points serve as a crucial foundation for discerning the

standard deviation of the post-test in the control class and subsequently comparing it with the post-test data emanating from the experimental class.

Finding out the degree of freedom (df) as follow:

$$df = (N_e + N_c)$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2 = 58$$

According to the previously designed hypothesis formula, the T-table at the 5% significance level is 1,672; if the t-test is higher than the t-table involving this, the null hypothesis is rejected, so the hypothesis is constructed as follows :

t-test > t-table of 5%

$$1,57 > 1,672$$

Due to the t-test yielding a higher score (1,57) compared to the t-table (1,672) at a significant level of 5% for a two-tailed test, it is with utmost confidence that this research reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha).

Research Findings

Based on the data analysis, it was found that there is an effect of using listening, reading and discussion on listening comprehension among eleventh grade students of SMK Swasta Persiapan Pematang Siantar. The researcher reached some results as follows :

1. The scores of students in the experimental class, where the Listen-Read-Discuss approach is employed, exceed those of the students in the control class. This is evidenced by mean post-test score of 76.1 in the experimental class, compared to mean post-test score of 66 in the control class.
2. Experimental class gained 2.203 squares of respondents (post-test).
3. Control class gained 1.980 square of respondents (post-test).
4. Experimental class gained 27,28 standard deviation (post-test).
5. Control class gained 5,25 standard deviation (post-test).
6. Experimental and control gained 3,83 of standard error.
7. T-table value of 5% level significance of two-tailed test was 1,672 with df of 58.
8. The hypothesis has been proven true, as the t-test value (1.57) is higher than t-table value (1.672) at 5% level of significance. This result clearly demonstrates the significant effectiveness of implementing Listen-Read-Discuss method on eleventh-grade students at SMK Swasta Persiapan..

Discussions

The researcher discovered a notable disparity in the students of SMK Swasta Persiapan following their participation. Through the implementation of Listen-Read-Discuss, a remarkable enhancement was observed in the students' proficiency in listening comprehension of descriptive texts (S. Fahmi & Rachmijati, 2021). To assess the impact of this instructional method, the researcher meticulously conducted both pre-test and post-test evaluations. However, due to the constrained allocation of time for listening, reading, and discussing activities during the instructional process, the researcher faced limitations in implementing LRD. Consequently, there is an urgent need to expedite the learning process.

Furthermore, the researcher has discovered both the drawbacks and merits of utilizing the Listen-Read-Discuss. One weakness identified in implementation of the LRD was the potential for students with a limited grasp of the subject matter to engage in dishonest behavior with their partners. To counteract this weakness, a time limit was imposed to ensure students remained focused and honest during their discussions. On the other hand, the researcher observed several advantages when employing LRD, including active student engagement, the creation of stimulating learning environment that captivates students' interest from start to finish, and the promotion of effective communication and interaction between teacher and students.

The researcher selected two distinct classes, each comprising 30 students. One class was designated as experimental group, where a specialized approach called Listen-Read-Discuss was implemented to enhance their learning experience. Meanwhile, the other class served as control group, receiving a different treatment or no implementation of the Listen-Read-Discuss technique (Zulaikah et al., 2018).

In order to ascertain the impact of the Listen-Read-Discuss approach, the researcher administered a pre-test and post-test to the students (R. A. Fitria et al., 2022). This comprehensive assessment consisted of 20 multiple-choice questions, designed to gauge their proficiency in various aspects of listening comprehension. Specifically, the assessment focused on the students' ability to extract main ideas, make inferences from written material, identify factual information, recognize locating references, and comprehend meaning of text through vocabulary repertoire (Mariana et al., 2018).

Based on the thorough analysis of the data, the researcher has discovered compelling evidence that supports the effectiveness of the Listen-Read-Discuss approach on enhancing the listening comprehension skills of eleventh-grade students at SMK Swasta Persiapan. The results revealed that the mean pretest score in the experimental class was 25.5, which significantly improved to 73.4 in the post-test. Similarly, control class demonstrated a mean

pretest score of 28.5, which increased to 66 in post-test. These findings were further corroborated by T-test results, which exceeded T-table value ($1.57 > 1.672$) at 5% level of significance, with degree of freedom of 58. Thus, it can be concluded that Listen-Read-Discuss method had profound impact on listening comprehension abilities of the students in Descriptive Text (M. A. Fahmi & Cahyono, 2021).

After implementing the listen-read-discuss approach in the experimental class and the lecture in the control class, the researcher discovered that the listen-read-discuss method allowed every student to express their opinions, whether right or wrong, as there was ample time for sharing and the teacher effectively addressed each answer, making it easy to comprehend. Conversely, with the Direct Method in the control class, only a few students were able to showcase their understanding (Fitriana & Nurazni, 2022). However, the researcher acknowledged that there were still shortcomings with this method. Due to the large class size, when students engaged in discussions, the classroom became noisy and it became challenging for the teacher to maintain control (Jayanti, 2019). Consequently, future researchers are advised to enhance this method by extending the duration of the study in order to obtain more satisfactory results in enhancing listening comprehension (Ningsih, 2020).

CONCLUSION

The researcher's findings undeniably demonstrate the effectiveness of the Listen-Read-Discuss approach as a powerful learning technique for enhancing students' listening comprehension. Specifically, this technique greatly enhances their ability to expand their vocabulary, grasp the main concepts, draw inferences from a text, locate factual information, and identify references within descriptive texts. Furthermore, the implementation of Listen-Read-Discuss not only facilitates students' understanding of the learning materials, but also promotes active participation in the classroom, encourages fruitful exchanges of ideas among peers, and cultivates a stimulating learning environment that captivates student interest. The statistical analysis further strengthens these conclusions, as it reveals that the experimental class achieved a significantly higher mean post-test score of 73.4 compared to the control class's mean score of 66. With a standard deviation of 7.28 for the experimental class and 5.25 for the control class, the standard error of the mean differences was calculated to be 3.83. Remarkably, at a 5% significance level, the T-test value of 1.57 exceeded the critical T-table value of 1.672, leading us to confidently reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a).

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