

**THE EFFECTIVENESS OF ONLINE PLAYING STORYTELLING CARD  
ON STUDENT'S VOCABULARY MASTERY:  
AN EXPERIMENTAL RESEARCH AT SMAN 2 BENGKULU**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain  
Bachelor of Education in English Language Education Program*



**By:**

**Fika Mardhiyah Ulfah  
16018072/2016**

**Advisor:**

**Dr. Edi Trisno, M.A.  
NIP. 196003051987031003**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS  
UNIVERSITAS NEGERI PADANG  
2020**

## HALAMAN PERSETUJUAN SKRIPSI

Judul : The Effectiveness of Online Playing Storytelling  
Card on Student's Vocabulary Mastery: An  
Experimental Research at SMAN 2 Bengkulu

Nama : Fika Mardhiyah Ulfah

NIM : 16018072/2016

Program Studi : Pendidikan Bahasa Inggris

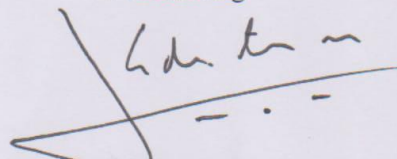
Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 24 Agustus 2020

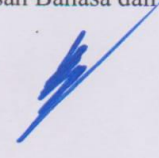
Disetujui oleh,

Pembimbing



Dr. Edi Trisno, M.A.  
NIP. 196003051987031003

Mengetahui  
Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.  
NIP. 19710525 1998 02 2002

**HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI**

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra  
Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang  
dengan judul**

**“ The Effectiveness of Online Playing Storytelling Card on Student’s Vocabulary  
Mastery: An Experimental Research at SMAN 2 Bengkulu”**

**Nama : Fika Mardhiyah Ulfah  
NIM/TM : 16018072/2016  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni**

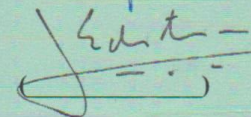
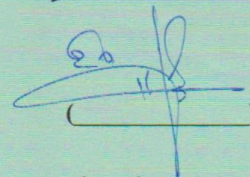
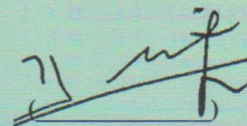
**Padang, 25 Agustus 2020**

**Tim Penguji**

**1.Ketua : Dr. Yuli Tiarina, M.Pd.**

**2.Sekretaris : Delvi Wahyuni, S.S., M.A.**

**3.Anggota : Dr. Edi Trisno, M.A.**







**UNIVERSITAS NEGERI PADANG**  
**FAKULTAS BAHASA DAN SENI**  
**JURUSAN BAHASA DAN SASTRA INGGRIS**

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP Padang. Telp/Fax. (0751) 447347

**SURAT PERNYATAAN TIDAK PLAGIAT**

Saya yang bertandatangan di bawah ini:

Nama	: Fika Mardhiyah Ulfah
NIM/TM	: 16018072/2016
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *The Effectiveness of Online Playing Storytelling Card on Student's Vocabulary Mastery: An Experimental Research at SMAN 2 Bengkulu* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Padang, 24 Agustus 2020

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.  
NIP. 19710525 199802 2 002

Saya yang menyatakan,

Fika Mardhiyah Ulfah  
NIM. 16018072/2016

## **ABSTRACT**

**Ulfah. Fika Mardhiyah. 2020.** The Effectiveness of Online Playing Storytelling Card on Student's Vocabulary Mastery. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Online playing storytelling card is the instructional tool that can be used in language learning. The purpose of the research is to find out whether or not online playing storytelling card is effective on student's vocabulary mastery at SMAN 2 Bengkulu. This research was pre-experimental research with one group pretest-posttest design. The instrument used in this research was test and to collect the data, the researcher used rubric as modified from Marek & Wu (2014). In order to determine the successful of the research, the researcher did the one group multiple testing design in this research. Thus, in this research, there are three posttest that are already administered. Based on the data analysis, there is a significant effect of using online playing storytelling card on student's vocabulary mastery. It was proved that the mean of student's pretest and student's total posttest was very significantly different. The mean of student's pretest was 19.60, Then, the first posttest was 21.7667. The second posttest was 23.50 and the third posttest was 25.9333. Then, the three of Sig. (2-tailed) scores were 0,000 which lower than the determined significance value 0.025.

**Keywords:** online learning, storytelling card, vocabulary mastery

## ABSTRAK

**Ulfah. Fika Mardhiyah. 2020.** The Effectiveness of Online Playing Storytelling Card on Student's Vocabulary Mastery. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Bermain kartu bercerita secara *online* adalah alat instruksional yang dapat digunakan dalam pembelajaran bahasa. Tujuan dari penelitian ini adalah untuk mengetahui apakah bermain kartu bercerita secara *online* efektif pada penguasaan kosakata pada siswa di SMAN 2 Bengkulu. Penelitian ini adalah penelitian pra-eksperimental dengan satu kelompok pretest dan posttest. Instrumen yang digunakan dalam penelitian ini adalah tes dan untuk mengumpulkan data, peneliti menggunakan rubrik yang dimodifikasi dari Marek & Wu (2014). Dalam rangka untuk menentukan keberhasilan penelitian, peneliti melakukan *one group multiple testing design* dalam penelitian ini. Dengan demikian, ada tiga posttest yang sudah diberikan. Berdasarkan analisis data, ada efek signifikan dalam menggunakan kartu bercerita secara *online* pada penguasaan kosakata siswa. Hal ini membuktikan bahwa *mean* dari pretest dan total posttest siswa sangat berbeda secara signifikan. *Mean* dari pretest siswa adalah 19,60, kemudian, tes pertama adalah 21,7667. Tes kedua adalah 23,50 dan posttest ketiga adalah 25,9333. Kemudian, tiga nilai posttest dari Sig. (2-tailed) adalah 0,000 yang lebih rendah dari nilai signifikansi ditentukan 0,025.

**Keywords:** pembelajaran *online*, kartu bercerita, penguasaan kosakata

## ACKNOWLEDGMENTS

First of all, in the name of Allah *Subhanahu Wata'ala*, The Beneficient, The Merciful, all of honors are just for Allah *Subhanahu Wata'ala*, I can finish this thesis entitled: The Effectiveness of Online Playing Storytelling Card on Student's Vocabulary Mastery.

Foremost, I would like to express my deep sincere gratitude to my advisor, Dr. Edi Trisno, M.A, who has given his much attention, support, motivation, and suggestion from the earliest stage of this thesis until finishing stage, so I am able to accomplish this thesis. His guidance helped me in all the time of the research and writing of this thesis. I could not have imagined having a better advisor and mentor for my B.Ed study. A special appreciation is also expressed to Dr. Yuli Tiarina, S.Pd., M.Pd and Delvi Wahyuni, S.S., M.A., as my examiners who has given suggestions and ideas toward the development of this thesis.

I would like to express my deepest appreciation to my beloved mom, Fifi Febria. She is my inspiration and my motivator all the time. She is the one who make me believe that I can finish this study and my inspiration to be an educator like her. Rest in peace, mom. Furthermore, the deepest appreciation goes to my lovely papa, Abdul Karim, for his prayer, love, support, sacrifice and understanding. Thank you for being the best parent in my life. Besides, I also expressed my gratitude to my lovely brother and sisters; Ramzi, Aini and Fatia, who always stay around me with their great love, care and encouragement over the time.

Finally, I also would like to thank to Oma and Bang Eric as my support systems too, my sisters in Apartemen Elit Biru Putih for the unforgettable moment during this college life, my friends in English Departments especially in K1-16 and K3-16 for sharing ideas, happiness and motivation, Cigala Bandel for the support, love and motivation. Thank you so much for all people who cannot be stated one by one.

Padang, Agustus 2020

Fika Mardhiyah Ulfah



## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>TABLE OF CONTENT .....</b>	<b>vi</b>
<b>LIST OF TABLE .....</b>	<b>vii</b>
<b>LIST OF FIGURE .....</b>	<b>viii</b>
<b>LIST OF APPENDIX .....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem .....	7
D. Formulation of the Problem .....	7
E. Purpose of the Research .....	7
F. Significance of the Study .....	7
G. Definition of the Key Term.....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
A. Review of Related Theories.....	9
1. Storytelling as an Educational Tool.....	9
a. The Storytelling Card.....	12
b. Online Learning .....	17
2. Notion of The Speaking Skill .....	18
a. Vocabulary Mastery.....	21
B. Relevant Research.....	25
C. Conceptual Framework.....	28
D. Research Hypothesis .....	28
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>30</b>
A. Research Design.....	30
B. Population and Sample.....	31

C. Instrumentation .....	32
D. Technique of Data Collection .....	34
E. Technique of Data Analysis .....	34
F. Research Procedure .....	35
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>37</b>
A. Research Findings .....	37
B. Hypothesis Testing .....	43
C. Discussion .....	44
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>47</b>
A. Conclusion .....	47
B. Suggestion .....	48
<b>REFERENCES .....</b>	<b>50</b>
<b>APPENDICES .....</b>	<b>55</b>

## LIST OF TABLE

Table 1	The Illustration of One Group Pretest and Posttest Design.....	30
Table 2	Student's pretest score and student's first posttest score.....	37
Table 3	The result of student's pretest and student's first posttest.....	39
Table 4	Student's pretest score and student's second posttest score .....	39
Table 5	The result of student's pretest and student's second posttest .....	40
Table 6	Student's pretest score and student's third posttest score .....	40
Table 7	The result of student's pretest and student's third posttest.....	41
Table 8	Paired Samples Statistics .....	42
Table 9	Paired Samples Test Result .....	42

## LIST OF FIGURE

Figure 1	The Storytelling Card (Original Cards).....	14
Figure 2	The Interrupt Card .....	14
Figure 3	The Ending Card.....	14
Figure 4	Conceptual Framework.....	28

## **LIST OF APPENDIX**

Appendix 1	Instrument Test .....	55
Appendix 2	Instrument Rubric .....	60
Appendix 3	Lembar Validasi Rubrik .....	61
Appendix 4	Lembar Validasi Test .....	63
Appendix 5	Raw Data .....	65
Appendix 6	The Combination of Raters' Score .....	67
Appendix 7	The Transcription of Student's Test .....	68
Appendix 8	Documentation .....	82
Appendix 9	Surat Izin Penelitian .....	94



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Learning a foreign language means someone have to master the language skills. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important skill (Ur, 1996). In speaking skill, there are five components; pronunciation, grammar, vocabulary, fluency and comprehension (Harris, 1974). One of the important subskills among them is vocabulary. Mastering vocabulary has an important role for all language skills. As cited from Richards and Rodgers (2001), vocabulary is one of the most essential components of foreign language learning. Therefore, learners expected to be able to master the vocabulary to achieve language acquisition.

However, students often face the problems in mastering the vocabulary in the classroom. Based on the preliminary research that researcher did in SMAN 2 Bengkulu, the researcher found some problems related to the vocabulary teaching and learning process. First, the students had a low sense of self-efficacy in English. They were afraid of making mistakes in speaking English due to the mindset of the students that English is a foreign language and it is a difficult subject. Second, the teacher and the students were not using English as the main language in the classroom. They preferred to use Bahasa Indonesia or Bengkulu language to communicate each others in the classroom. Hence, the students were lack of vocabulary in English. Third, the teacher taught English only by using

Power Point and the subject book. The teacher asked the students to answer the questions that already given. Due to the fact, it makes the students became passive in learning English and the impact was on their motivation to learn it. They did not interested and they were lazy in learning English. Thus, the teacher needs to create the fun learning process to enrich the student's vocabulary in English.

The fun learning process could be as the best learning strategy for students to enrich student's vocabulary mastery. The technique could be learning through stories and games. Learning through stories or usually known as storytelling is regarded as a new way of teaching speaking (Bailey and Savage, 1994). Storytelling can encourage students to explore their unique expressiveness and heighten a learner's ability to express thoughts and feelings (Mokhtar et al, 2011). In addition, storytelling is one of the techniques in teaching speaking that students can briefly summarize a tale or story they heard from somebody beforehand or they may create their own stories to tell their classmates (Harmer, 2007). In conclusion, storytelling is a technique in teaching speaking that can encourage students to explore their creativity and express their thoughts and feelings. Besides, another technique that can be used to empower speaking skill is game.

It has been highlighted by some researchers (Lewis, 1999; Hadfield, 1990) that game can create a meaningful context in the language use and using the game as a technique to reach a particular goal. Huyen and Thu Nga (2003) outlined that game usually involve friendly competition and they keep learners interested and participate actively in the learning activities. They stated that it brings real world context into the classrooms and enhance student's use of English

in a flexible communicative way. Using game becomes undeniably important for English language learners and teachers not only because it is a source of enjoyment and relaxation, but also it encourages students to use their language in a creative and communicative manner (Anggraeni, 2018). In this context, game is a fun and friendly technique to enhance the speaking skill. It is important in teaching speaking skill because it encourages students to use language in a creative way.

Collier (1998) outlined that a game is a 'for fun' contest among competing players operating under rules for an objective such as winning or some sort of pay-off. One of the variety of intellectual contest are card games, chess and backgammon. The card game provides a means of delivering basic information for learning in a fun setting while offering the excitement of competition (Dillhoff, 2003). The goal of card game in learning a language is to help the students gain confidence in speaking English and to feel successful as language learner. Then, the dialogue and card games worked best when played in small ongoing groups of from three to five students. The small groups gave students a lot of practice speaking and listening to English (Willoughby, 1993). Therefore, the card game that can be used in this study is the storytelling card.

According to Lambert et al (1999), playing storytelling card is a technique that can be used in teaching speaking which the students create stories using cards. This technique is a great exercise to hone student's storytelling and improvisational skill. In addition, it is a fun learning technique for mastering the vocabulary due to the students' need to speak up without pressure and they will

get the amusement while playing the cards. Thus, this technique is going to be an effective way for learning communicative skill.

Nevertheless, playing storytelling card can be done manually and online. In responding to the outbreak of Covid-19 (Coronavirus Disease 2019), schools and universities applied online learning for the students. With the spread of COVID-19 across the world, as of March 13, 61 countries in Africa, Asia, Europe, the Middle East, North America, and South America have announced or implemented school and university closures and most of universities have enforced localized closures (Bao, 2020). It disrupted learning activity resulting in students having to do online learning at home.

Bartley in Nguyen (2015) defined that online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years. Along the learning itself, the technique of online playing storytelling card can be accessed by the teacher and students via online platform. By using the online platform, the online playing storytelling card can be played by the students and the teacher can monitor the students in distance. Thus, this technique can be applied in online learning process mostly in mastering the vocabulary.

Numerous studies of card games and vocabulary mastery have been done in the last decades. The study about student's vocabulary improvement with card games conducted by Sholeha (2017). She investigated the improvement of student's vocabulary by using card game in SMPN 3 Sungai Raya. This study concluded that using card game can increase their vocabulary mastery in meaning aspect, spelling aspect and the use of word.

A similar study was examined by Fiantina (2017) that use the card games to improve student's vocabulary achievement in SMPN 5 Tapung. In this study, she discovered that there was a significant effect of using card games on vocabulary learning achievement. Then, most of the students gave a positive response to this technique. Based on her research, card game stimulates the students to memorize the vocabulary easily, the students enjoy the class activities, and increase student's achievement in their English skills. In addition, Fatmawaty (2016) find out that the the effect of Flashcard game was successful in improving the student's vocabulary mastery. She concluded that using flashcard can be an attractive media for teaching and learning especially in vocabulary mastery. The improvement of student's vocabulary mastery also improve and better than the student's who did not use Flashcard.

Furthermore, Muafi (2018) conducted a study about the effect of using card sort toward student's vocabulary mastery. It shows that by implementing the card sort, the students were easier to memorize the new words and they was encouraged to produce as much language as possible. Depari (2018) examined the effect of picture card games to student's vocabulary mastery. This study showed the comparison between the student's score of pretest and posttest show the significant result that student's vocabulary is improved by using the picture card game.

By and large, the previous studies mostly examined the use of card games on student's vocabulary mastery. There are so many types of educational card games that can be used in learning a foreign language skill especially mastering



the vocabulary. Despite, only a small number of studies that focusing vocabulary in speaking skill. Almost of the research focus developing the vocabulary mastery in reading and writing skill. Then, the previous research did not examine the students to speak more so that the students gain more vocabulary in fun process and increase their self-efficacy in communication skill. In addition, the previous research also did not do the playing card game online. Almost all the card game research play in face to face or in the classroom.

Furthermore, the online playing storytelling card is a fun technique since this technique can make the students play in groups and they can play it online. The learners can motivate and support each others while playing this game. Then, they feel interested in speaking English. All in all, the previous research found that the educational card games such as flashcards, sort card, picture card were proved to be effective to enhance the student's vocabulary mastery. Then, based on these considerations, this present study is expected to bridge the gap and be a new breakthrough for developing language skills. From several previous research findings above, the researcher is interested to do the research entitled: The Effectiveness of Online Playing Storytelling Card on Students' Vocabulary Mastery. The study dealing with this topic seems scarcely conducted by the researchers.

## **B. Identification of the Problem**

Concerning the background of the problem above, online playing storytelling card as a technique in English language teaching can be studied in the field of reading, writing, listening and speaking. First, in the basic reading, young

learner just learn how to read by a simple word and image illustrating card so that it is visually encourage them to associate to find the meaning. Second, online playing storytelling card can be studied as a technique to improve creative writing skill by using brainstorming strategy. Third, by listening people speaking with storytelling card technique can enhance their listening ability. Last, in the context of speaking, online playing storytelling card can be used as an effective technique to improve student's speaking ability.

### **C. Limitation of the Problem**

Based on the identification of the problem stated above, this research only focus to know the effectiveness of online playing storytelling card to enhance the student's vocabulary mastery at SMAN 2 Bengkulu.

### **D. Formulation of the Problem**

In line with the limitation stated above, the problem can be formulated as follow "Do online playing storytelling card have better effect on student's vocabulary mastery at SMAN 2 Bengkulu?"

### **E. Purpose of the Research**

The purpose of the research is to find out whether or not online playing storytelling card is effective on students' vocabulary mastery at SMAN 2 Bengkulu.

### **F. Significance of the Study**

The finding of this research is expected to give theoretical and practical significance. Theoretically, it is expected that the result of this research can enrich

the language teaching strategy especially for teaching speaking skill. This theory can be as the sources of information and references for further research on online playing storytelling card as a technique. Practically, it is expected to give the contribution for English teachers to improve their teaching quality. Then it can be the information to help students to enrich their vocabulary mastery and develop their speaking ability. Then, they can also involve actively in the learning and teaching activity in the way of the process of the communication activity.

#### **G. Definition of the Key Terms**

##### **1. Online learning**

Online learning is a learning form that utilize an Internet for distance learning.

##### **2. Storytelling Card**

Storytelling card is an instructional tool that can be used in language learning.

##### **3. Vocabulary Mastery**

Vocabulary mastery is someone who has competence to know words and meanings.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The research conducted in grade X majoring IPA at SMAN 2 Bengkulu in academic year 2019/2020. This research began on April 2020 up to June 2020. The research design was a pre-experimental research with one group pretest-posttest. Based on the research conducted, there was an effect of using online playing storytelling card on student's vocabulary mastery. It was proved by the students' score of the posttests was always higher than the students' score in the pretest after the treatment was already given. The mean of student's pretest was 19.60. Then, in the student's posttest, the student's first posttest was 21.7667, the second posttest was 23.50 and the last posttest was 25.9333.

Based on the data of the research finding, the collected data was analyzed by paired samples t-test to answer the problem formulation of this research whether there is a significant difference between student's pretest and student's posttests by using online playing storytelling card or not. The hypothesis testing was conducted by using SPSS 26. Furthermore, the significance value or alpha ( $\alpha$ ) is 5% or 0.05.

The paired samples test shows the statistical hypotheses of this research. Based on the result, it was obtained that the three of Sig. (2-tailed) scores were 0,000 which lower than the determined significance value 0.05. As the result, it can be seen that  $p < \alpha$ ; ( $0.000 < 0.05$ ) which means null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. The result shows that

the student's pretest score and the student's posttests score was consistence. In conclusion, this research proved that the online playing storytelling card was effective on student's vocabulary mastery.

## **B. Suggestion**

After conducting this study, there were some suggestions related to the online playing storytelling card on student's vocabulary mastery for the students, English teachers, and the other researchers. They are as follows:

### **1. For the Students**

English is a global language which used by people around the world. Learning English is important for student's exchange, using technology, looking for job and so on. Hence, the students need to have motivation in learning English. Students could start from enhancing their vocabulary by using the storytelling card. If the students master the vocabulary, then it would be easy to them to hear, speak, read and write in English. The students can play the storytelling card without worries of making mistakes. However, the students can play this storytelling card online. So, they can play it wherever and whenever with their friends.

### **2. For the English Teachers**

As the English teachers, it is important to always be updated about learning and using instructional tool in the classroom. Since English is an foreign language to the students, English teachers have to make the learning itself is interesting. The English teachers could use some various activities and media to make students be more active and motivated in learning English. It is



recommended for the English teachers to use storytelling card to enrich the student's vocabulary mastery and hone their improvisational skill in speaking. It is a fun educational game and the English teachers could use it online with the students due to the development of the age.

During the research, the researcher realized that students sometimes find it difficult to start his/her story. Then, it could waste the time if the English teachers do not creative to stimulate the students. Thus, the English teacher needs to pay attention to the students. The English teachers could also introduce a new vocabulary to the students in the evaluations session so that the students can always increase their vocabulary.

### **3. For the Other Researchers**

For other researchers who are interested in the same field as the researcher did, the result of this study is expected to give an insight of conducting the similar study. It is also suggested to continue and develop this study in order to find out new breakthrough in using storytelling card. This research can be develop in other language skills such as listening, reading or writing skills.

## REFERENCES

- Abdelmageed, M.A & El-Naggar, Z.A. (2018). *Digital Storytelling Enhances Student's Speaking Skills at Zewail University of Science and Technology in Egypt*. Researchgate.
- Anggareni, Daezy. (2018). *Games As The Strategy In Teaching Reading For Young Learners*. Academia. Edu. Accessed in December, 20<sup>th</sup> 2019.
- Ary, D., Jacobs, L.C., Razavieh, A., Sorensen, C.K. (2009). *Introduction to Research in Education, 8th Edition*. USA: Wadsworth Publishing.
- Aulia, Rahma. (2016). Improving Grade Eight Students' Vocabulary Mastery Using Flashcards at MTsN Godean In The Academic Year Of 2016/2017. English Education Study Program. Universitas Negeri Yogyakarta.
- Azizah, L., Burhanuddin., Zulfikar. (2017). *The Effectiveness of Qurtet Card Utilization as Learning Media to Improve Speaking Skills in German for Students*. Advanced in Social Science, Education and Humanities Research, volume 100. Atlantis Press.
- Bailey, K.M., & Savage, L. (1994). *New ways in teaching speaking*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Bao, Wei. (2020). COVID-19 and Online Teaching in Higher Education: A Case Study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115.
- Brown, H.D., Abeywickrama, P. (2010). *Language Assessment, Principle and Classroom Practices, 2nd Edition*. New York: Pearson Education.
- Brown, H.D. (2001). *Teaching By Principles: An Interactive Approach to Language Pedagogy (2nd Edition)*. New York: Addison Wesley Longman, Inc.
- Bygate, Martin. (1987). *Speaking*. Oxford University Press.
- Cameron, Lynn. (2001). *Teaching Language to Young Learner. Cambridge Language Teaching Library*. Cambridge: Cambridge University Press.
- Collier, Catherine. (1998). *Creating Games for Emerging English Speakers: Language & Content Reinforcement Activites*. Dallas: Paper Presented at the Annual Meeting of the National Association of Bilingual Education.