

THE USE OF STORYBOARD TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT

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Abstract

This study entitled “The use of storyboard to improve students’ ability in writing recount text” is purposed to know the effectiveness of storyboard in writing recount text and to know students’ responses toward storyboard. The respondents of this research are 22 students of eighth grade of SMP Handayani 1 Banjaran. An experiment method is applied for this research and the data are obtained from pre-test, post-test, and questionnaire from the experimental and control group. After giving the post-test the researcher analyzes the data by using the formula of t-test or independent group. With the $df = N_1 + N_2 - 2 = 44 - 2 = 42$, At $P = 0.05$ of two tailed of significance, the critical value of t is 2.021. as the value of t / t_0 is higher or bigger than that of the t -critical ($2.664 > 2.021$), therefore H_0 is rejected and H_a is accepted. This research also analyzed the data using dependent test. With the $df = N (N - 1) = 22 (22 - 1) = 21$, at $P = 0.05$ of two tailed significant, the critical value of t ($3.167 > 2.080$). therefore, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. This means that the use of storyboard to improve students’ ability in writing recount text is effective. Additionally the students’ responses to the use of storyboard to improve students’ ability in writing recount text are good and positive.

Keywords: *Storyboard, recount text, writing ability.*

Abstrak

Penelitian ini berjudul “Penggunaan storyboard untuk meningkatkan kemampuan siswa dalam menulis teks recount” bertujuan untuk mengetahui keefektifan storyboard dalam menulis teks recount dan untuk mengetahui respon siswa terhadap storyboard. Responden penelitian ini adalah 22 siswa kelas delapan SMP Handayani 1 Banjaran. Metode eksperimen diterapkan untuk penelitian ini dan data diperoleh dari pre-test, post-test, dan kuesioner dari kelompok eksperimen dan kontrol. Setelah memberikan post-test, peneliti menganalisis data dengan menggunakan rumus t-test atau kelompok independen. Dengan $df = N_1 + N_2 - 2 = 44 - 2 = 42$, Pada $P = 0,05$ dengan signifikansi dua sisi, nilai kritis t adalah 2,021. Karena nilai t / t lebih tinggi atau lebih besar dari t -kritis ($2,664 > 2,021$), maka H_0 ditolak dan H_a diterima. Penelitian ini juga menganalisis data menggunakan uji dependen. Dengan $df = N (N - 1) = 22 (22 - 1) = 21$, pada $P < 0,05$ dengan signifikansi dua sisi, nilai kritis t ($3,167 > 2,080$). Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Ini berarti penggunaan storyboard untuk meningkatkan kemampuan menulis teks recount efektif. Selain itu, respons siswa terhadap penggunaan storyboard untuk meningkatkan kemampuan menulis teks recount tergolong baik dan positif.

Kata Kunci: *Storyboard, teks recount, kemampuan menulis.*

INTRODUCTION

Nowadays English has become an important role in communication. Now, we are entering the global information era where every nation in the world share information to fulfil needs of knowledge. Regarding to the global information era, English is essentially needed to be mastered by everyone because English is the first foreign language that is considered important for the development of science, technology, art and culture, and also the relationship with other countries. In English there are four major skills such as listening, speaking, reading, and writing. Among the four primary skills in English, writing is the most challenging skill because, in writing, writers should express their ideas with correct grammar. Then one of the most challenging skills for L2 learners to master is writing (Richards, 2002, p. 210). Traditionally, writing was viewed as a product, so the student needed to get more instructions on writing a paper. Chastain (1988) as cited in Yosephine & Susanto (2017, p. 1) believes most students, in their first and second languages need more instruction on writing. Communication is transmitted more through writing than any other type of media. The typical college student will be required to write various essays throughout his/her collegiate career.

Writing is also a cognitive process in which the writer presents or reflects on either externally observable or experienced reality. Through the writing process, one's knowledge and experience may be enlarged.

One of the valuable abilities for both students and teachers is writing ability. Academic writing as a learning method has been a crucial component of language proficiency for successful academic attainment. All children need to be able to write well to succeed in school and at work because it is one of the critical abilities that influence learning. (Mohammadi, Izadpanah, 2018, p. 164). Based on the students' problem the writer took the research paper entitled "The Use of Storyboard to Improve Students' Writing Ability in Teaching Recount text".

Recount text is the retelling or recounting of an event or an experience; or, recount is a text that retells events or experiences in the past. In literary term, experience is what we do, feel, hear, read, even what we dream (Dirgeyasa, 2018:2).

According to Tumminello (2005) the storyboard is the visual version of the script. It consists of a number of panels that show the visual action of a sequence in a logical narrative. But whereas stories entertain, the storyboard is used as a tool for production or to assist in the selling of ideas to clients.

METHOD

Research Design

This study represents a quantitative study, and the purpose of the study is to examine the importance of using storyboards in improving students' reflective writing skills.

This study uses a quasi-experimental design. Hatch & Farhady (1982, p. 24) state: "Quasi-experimental designs are a practical compromise between real experiments and the nature of human language behavior that we wish to study." There are groups of samples in this study. There is an experimental group and a control group. The experimental group will be taught using storyboards to improve students' writing skills when teaching recount text. The control group, on the other hand, will be taught using traditional methods without the use of

storyboards. Nevertheless, both the experimental and control groups underwent a pretest before treatment and a posttest after treatment.

Population and Sample

Population and sample play an important role when conducting research. According to Arikunto (2006, p. 130), the population includes all people who are presented as subjects in a study. The population for this study consisted of all of the 8th grade students.

According to Hatch and Farhady (1995, p. 65), a sample could be any part of the population, whether representative or not. The sample for this study is the eighth grade.

In this study, the population is the eighth grade of SMP Handayani 1 Banjaran. There are two classes used as the purposive sampling in this study, there are class VIII C and VIII D. The first class is VIII C as the experimental group which consist of 22 students and the second is VIII D as the control group which consist of 22 students.

Research Instruments

According to Sugiyono (2008) as cited in Hendayani (2012, p. 31), “research instruments are measuring instruments for research”, used in quantitative research to collect data and measure the value of research variables. There are two types of tests: pre-test and post-test.

Data Analysis

The writer will use the following formula of independent t-test by Coolidge (2000, p.

33) as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\sum X_1^2}{N_1} - \frac{(\sum X_1)^2}{N_1} + \frac{\sum X_2^2}{N_2} - \frac{(\sum X_2)^2}{N_2}}}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)$$

where :

- X_1 = the mean of the scores of the first group
- X_2 = the mean of the scores of the second group
- $\sum X_1^2$ = the sum of the squares of the first group
- $\sum X_2^2$ = the sum of the squares of the second group
- $(\sum X_1)^2$ = the squares of the sum of the scores of the first group
- $(\sum X_2)^2$ = the squares of the sum of the scores of the second group
- N_1 = the total number of scores in the first group
- N_2 = the total number of scores in second group

And for the data analysis on questionnaire uses percentage formula as follows:

$$X = \frac{y}{z} \times 100$$

Description:

- X = percentage (quality of the answer)
- y = given amount (total of the respondent answer)
- z = total amount (total of respondent)

RESULTS AND DISCUSSION

Results of Pre-test

NO	SUBJECT	X1 (EXPERIMENT GROUP)	X2 (CONTROL GROUP)	x_1^2	x_2^2
1	student 1	25	45	625	2025
2	student 2	50	37	2500	1369
3	student 3	32	34	1024	1156
4	student 4	25	35	625	1225
5	student 5	30	30	900	900
6	student 6	57	30	3249	900
7	student 7	25	25	625	625
8	student 8	57	25	3249	625
9	student 9	32	25	1024	625
10	student 10	25	30	625	900
11	student 11	30	25	900	625
12	student 12	25	24	625	576
13	student 13	25	25	625	625
14	student 14	65	25	4225	625
15	student 15	25	25	625	625
16	student 16	32	25	1024	625
17	student 17	32	25	1024	625
18	student 18	32	25	1024	625
19	student 19	25	25	625	625
20	student 20	25	25	625	625
21	student 21	25	25	625	625
22	student 22	25	25	625	625
SUM	22	724	615	27018	17801
MEAN		32,90	27.95		

The computation of the pre-test of the experimental group and control group can be seen as follows:

Step 1 : calculating the mean of the experimental group $\bar{x}_1$

$$\bar{x}_1 = \frac{25 + 50 + 32 + 25 + 30 + 57 + 25 + 57 + 32 + 25 + 30 + 25 + 25 + 65 + 25 + 32 + 32 + 32 + 25 + 25 + 25 + 25}{22} = \frac{724}{22} = 32.90$$

Step 2 : calculating the mean of control group $\bar{x}_2$

$$\bar{x}_2 = \frac{45 + 37 + 34 + 35 + 30 + 30 + 25 + 25 + 25 + 30 + 25}{22} = \frac{615}{22} = 27.95$$

Step 3 : calculating the sum of the squares of the experimental group scores $\sum X_1^2$

$$\sum x_1^2 = 25^2 + 50^2 + 32^2 + 25^2 + 30^2 + 57^2 + 25^2 + 57^2 + 32^2 + 25^2 + 30^2 + 25^2 + 25^2 + 65^2 + 25^2 + 32^2 + 32^2 + 32^2 + 25^2 + 25^2 + 25^2 + 25^2 = 27.018$$

Step 4 : calculating the sum of the squares of the control group scores $\sum x_2^2$

$$\sum x_2^2 = 45^2 + 37^2 + 34^2 + 35^2 + 30^2 + 30^2 + 25^2 + 25^2 + 25^2 + 30^2 + 25^2 + 24^2 + 25^2 + 25^2 + 25^2 + 25^2 + 25^2 + 25^2 + 25^2 + 25^2 + 25^2 + 25^2 = 17.801$$

Step 5 calculating the squares of the sum of the experimental group's scores $(\sum x_1)^2$

$$\begin{aligned}
 (\sum x_1)^2 &= (25 + 50 + 32 + 25 + 30 + 57 + 25 + 57 + 32 + 25 + 30 + 25 \\
 &\quad + 25 + 65 + 25 + 32 + 32 + 32 + 25 + 25 + 25 + 25)^2 \\
 &= (724)^2 = 431.649
 \end{aligned}$$

Step 5 calculating the squares of the sum of the control group's scores $(\sum x_2)^2$

$$\begin{aligned}
 (\sum x_2)^2 &= (45 + 37 + 34 + 35 + 30 + 30 + 25 + 25 + 25 + 30 + 25 \\
 &\quad + 24 + 25 + 25 + 25 + 25 + 25 + 25 + 25 + 25 + 25 + 25)^2 \\
 &= (615)^2 = 378.225
 \end{aligned}$$

Step 7 : obtain the numbers of scores in each group

$N_1 = 22$ (the number of scores in group 1 = experimental group)

$N_2 = 22$ (the number of scores in group 2 = control group)

Step 8 : enter the values obtained in steps 1 until 7 into the formula for the independent t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N_1}}{N_1 + N_2 - 2} + \frac{\sum x_2^2 - \frac{(\sum x_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{32.90 - 27.95}{\sqrt{\left(\frac{27.018 - \frac{(724)^2}{22}}{22 + 22 - 2} + \frac{17.801 - \frac{(615)^2}{22}}{22 + 22 - 2} \right) \cdot \left(\frac{1}{22} + \frac{1}{22} \right)}}$$

$$t = \frac{4.95}{\sqrt{\left(\frac{27.018 - \frac{431.649}{22}}{22 + 22 - 2} + \frac{17.801 - \frac{378.225}{22}}{22 + 22 - 2} \right) \cdot \left(\frac{1}{22} + \frac{1}{22} \right)}}$$

$$t = \frac{4.95}{\sqrt{\left(\frac{27.018 - 19.620}{42} + \frac{17.801 - 17.192}{42} \right) \cdot \left(\frac{1}{11} + \frac{1}{11} \right)}}$$

$$t = \frac{4.95}{\sqrt{\left(\frac{7.398 + 609}{42} \right) \cdot \left(\frac{1}{11} + \frac{1}{11} \right)}}$$

$$t = \frac{4.95}{\sqrt{\left(\frac{8.007}{42} \right) \cdot \left(\frac{1}{11} + \frac{1}{11} \right)}} = t = \frac{4.95}{\sqrt{\left(\frac{190.64}{11} \right) \cdot \left(\frac{1}{11} + \frac{1}{11} \right)}}$$

$$t = \frac{4.95}{\sqrt{17.33}} = \frac{4.95}{4.16} = 1.189$$

Step 9 : Interpreting the result of computation

The independent t-test on pre-test was used to analyse the significant differences between students' ability in writing recount text of experimental groups and control groups.

Then the computation of pre-test was $df = N_1 + N_2 = 22 + 22 - 2 = 42$, at $p = .05$ of two-tailed, the critical value of t is 2.021. As the value of the derived t (to) smaller than that of the critical t (t -table) = 1.189 < 2.021, the Null Hypothesis (H_0) is retained, stating that there is no significant difference in the result between the experiment group and control group of the second grade of Handayani 1 Banjaran Junior High School. This means that the two groups had relatively the same level of ability in writing recount text at the beginning of the research or before treatment.

Result of Post-test

NO	SUBJECT	X1 (EXPERIMENT GROUP)	X2 (CONTROL GROUP)	X_1^2	X_2^2
1	Student 1	25	33	625	1089
2	Student 2	65	30	4225	900
3	Student 3	36	29	1296	841
4	Student 4	87	30	7569	900
5	Student 5	74	34	5476	1156
6	Student 6	44	50	1936	2500
7	Student 7	46	37	2116	1369
8	Student 8	57	34	3249	1156
9	Student 9	25	25	625	625
10	Student 10	41	37	1681	1369
11	Student 11	25	25	625	625
12	Student 12	40	29	1600	841
13	Student 13	25	25	625	625
14	Student 14	95	27	9025	729
15	Student 15	42	29	1764	841
16	Student 16	35	37	1225	1369
17	Student 17	29	33	841	1089
18	Student 18	25	42	625	1764
19	Student 19	41	34	1681	1156
20	Student 20	41	33	1681	1089
21	Student 21	46	37	2116	1369
22	Student 22	42	34	1764	1156
SUM	22	986	724	52370	24558
MEAN		44.81	32.90		

The computation of the pre-test of the experimental group and control group can be seen

as follows:

Step 1 : calculating the mean of the experimental group $\bar{x}_1$

$$\bar{x}_1 = \frac{25 + 65 + 36 + 87 + 74 + 44 + 46 + 57 + 25 + 41 + 25 + 40 + 25 + 95 + 42 + 35 + 29 + 25 + 41 + 41 + 46 + 42}{22} = \frac{986}{22} = 44.81$$

Step 2 : calculating the mean of control group $\bar{x}_2$

$$\bar{x}_2 = \frac{33 + 30 + 29 + 30 + 34 + 50 + 37 + 34 + 25 + 37 + 25 + 29 + 25 + 27 + 29 + 37 + 33 + 42 + 34 + 33 + 37 + 34}{22} = \frac{724}{22} = 32.90$$

Step 3 : calculating the sum of the squares of the experimental group scores $\sum X_1^2$

$$\sum x_1^2 = 25^2 + 65^2 + 36^2 + 87^2 + 74^2 + 44^2 + 46^2 + 57^2 + 25^2 + 41^2 + 25^2 + 40^2 + 25^2 + 95^2 + 42^2 + 35^2 + 29^2 + 25^2 + 41^2 + 41^2 + 46^2 + 42^2 = 52,370$$

Step 4 : calculating the sum of the squares of the control group scores $\sum x_2^2$

$$\sum x_2^2 = 33^2 + 30^2 + 29^2 + 30^2 + 34^2 + 50^2 + 37^2 + 34^2 + 25^2 + 37^2 + 25^2 + 29^2 + 25^2 + 27^2 + 29^2 + 37^2 + 33^2 + 42^2 + 34^2 + 33^2 + 37^2 + 34^2 = 24,558$$

Step 5 calculating the squares of the sum of the experimental group's scores $(\sum x_1)^2$

$$\begin{aligned} (\sum x_1)^2 &= (25 + 65 + 36 + 87 + 74 + 44 + 46 + 57 + 25 + 41 + 25 + 40 \\ &\quad + 25 + 95 + 42 + 35 + 29 + 25 + 41 + 41 + 46 + 42)^2 \\ &= (986)^2 = 972,196 \end{aligned}$$

Step 5 calculating the squares of the sum of the control group's scores $(\sum x_2)^2$

$$\begin{aligned} (\sum x_2)^2 &= (33 + 30 + 29 + 30 + 34 + 50 + 37 + 34 + 25 + 37 + 25 + 29 \\ &\quad + 25 + 27 + 29 + 37 + 33 + 42 + 34 + 33 + 37 + 34)^2 \\ &= (724)^2 = 524,176 \end{aligned}$$

Step 7 : obtain the numbers of scores in each group

$N_1 = 22$ (the number of scores in group 1 = experimental group)

$N_2 = 22$ (the number of scores in group 2 = control group)

Step 8 : enter the values obtained in steps 1 until 7 into the formula for the independent t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum x_1^2}{N_1} - \frac{(\sum x_1)^2}{N_1^2} + \frac{\sum x_2^2}{N_2} - \frac{(\sum x_2)^2}{N_2^2} \right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{44.81 - 32.90}{\sqrt{\left(\frac{52,370}{22} - \frac{(986)^2}{22^2} + \frac{24,558}{22} - \frac{(724)^2}{22^2} \right) \cdot \left(\frac{1}{22} + \frac{1}{22} \right)}}$$

9 : Interpreting the result of computation

With the $df = N_1 + N_2 - 2 = 22 + 22 - 2 = 42$, at $p = .05$ of two-tailed, the critical value of t is 2.021. As the value of the derived t (t_o) is bigger than that of the critical t (t_{table}) = 2.664 > 2.021, the Null Hypothesis (H_o) is rejected, and the Alternative Hypothesis (H_a) is accepted, stating that there is significant difference in the result between storyboard technique and the conventional method in writing recount text to the second grade of Handayani 1 Banjaran Junior High School. This means that storyboard as a means of writing recount text to the second grade of Handayani 1 Banjaran has significantly better result than the conventional method. This also means that this technique is effective.

Result of Questionnaire.

No	Statements (Pernyataan)	Responses (Jawaban)	
		Yes	No
1	I know about the Recount text (Saya mengetahui tentang Teks Recount)	20 90%	2 10%
2	Writing Recount Text helps me know how to retelling of past events or occurrences (Menulis Teks Recount membantu saya mengetahui cara menceritakan kembali peristiwa atau kejadian di masa lalu)	21 95%	1 5%
3	I know about storyboard (Saya mengetahui tentang papan cerita)	21 95%	1 5%
4	I am excited when I learn recount text using storyboard (Saya sangat senang ketika belajar recount teks menggunakan papan cerita)	20 90%	2 10%
5	Storyboard helps me in finding ideas (Papan cerita membantu saya dalam menemukan ide)	19 85%	3 15%
6	Storyboard can build positive attitudes and increase learning motivation (Papan cerita dapat membangun sikap positif dan meningkatkan motivasi belajar)	22 100%	0 0%
7	Writing Recount Text using storyboard is fun (Menulis Teks Recount menggunakan Papan cerita itu menyenangkan)	21 95%	1 5%
8	Writing Recount Text using storyboard can train the ability to recall details of past events and retell them in a coherent and logical manner (Menulis Recount Text menggunakan papan cerita dapat melatih kemampuan mengingat detail kejadian di masa lalu dan menceritakannya kembali secara runtut dan logis)	21 95%	1 5%
9	Storyboard makes me more creative in writing English (Papan cerita membuat saya lebih kreatif dalam menulis bahasa Inggris)	19 85%	3 15%

Discussion

The result of this research shows that the use of storyboard to improve students' ability in writing recount text is effective. In addition of this research findings that storyboard can improve students' ability especially in writing.

From the questionnaire result above, it can conclude that students response to the storyboard in the treatment were positive. And they like learning writing using media such as storyboard.

CONCLUSION

This research is driven by two research questions; (1) is storyboard as a means of teaching writing recount text significantly better than the conventional method? (2) what are the students' responses toward the use of storyboard in writing recount text in the second grade of junior high school? To answer those questions this study use quasi experimental method, questionnaire, and the dependent t-test.

After being analysed, it is found that the use of storyboard in writing recount text is completely effective in the second grade of SMP Handayani 1 Banjaran because the t-test (to) was higher than t-critical value. In other words, storyboard can improve students writing ability and it can make the students' more enthusiastic to write in English, increase their grammar and vocabulary after reading and writing some recount texts based the topic and their ideas. And besides that almost all of the students have positive responses toward the use of storyboard.

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