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NIDN : 0723078802

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THE EFFECT OF ZIMMER TWINS AS DIGITAL STORYTELLING ON STUDENTS' WRITING NARRATIVE TEXT

Dyah Wulandari, Siti Maria Ulfa, Arfiyan Ridwan English Education Department STKIP PGRI Bangkalan dyahwulandari6104@gmail.com

Abstract The objective of the research to compare of Zimmer twins website tool as digital storytelling than use nondigital in writing text narrative on students writing ability at the eleventh grade of MA Yayasan Sirojul Islam Sukolilo 2018/2019 academic year. Zimmer twins media is an animated movie maker based on the website for the students to create their short stories in movies with many emotion, etc.

The sample of this research the Eleventh of MA YASI those are XI- 1 class as the experimental class, and the X1-2 class as the control class consisted of 20 students. The method in this research was a quantitative method. In addition, the design used was quasi-experimental research, and the instrument used a test. The research was taken by using non-random sampling. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments and giving post-test. The data analyzed and processed by using the statistic data calculation of ANCOVA by SPSS 23 program.

The significant was shown by the students post-test mean in experimental class is 76.55 and the mean post-test in control class is 70.55. The result of the statistical hypothesis testing found from p-value was 0.000. It is lower than the level significant of 0.05. If p-value = from the level significant 0.05. It means that H1 was accepted and H0 was rejected. In conclusion, Zimmer twins media can be effective as media teaching to writing ability of narrative text at the eleventh-grade students of MA Yayasan Sirojul Islam Sukolilo. Keywords: Digital Story, Narrative Text, Writing, Technology, Zimmer Twins.

Abstrak Tujuan penelitian untuk membandingkan media zimmer twins dari website sebagai digital storytelling daripada menggunakan nondigital dalam menulis text naratif pada kemampuan menulis siswa di kelas sebelas MA Yayasan Sirojul Islam Sukolilo tahun akademik 2018/2019. Media Zimmer twins adalah pembuatan film animasi yang didasarkan pada situs web bagi siswa untuk membuat cerita pendek mereka dalam film dengan banyak emoticon, dll. Sampel dari penelitian ini adalah kelas Sebelas dari MA YASI yaitu kelas XI-1 sebagai kelas eksperimen, dan kelas X1-2 sebagai kelas kontrol terdiri dari 20 siswa. Metode dalam penelitian ini adalah metode kuantitatif.

Selain itu, desain yang digunakan adalah penelitian eksperimental semu, dan instrumen menggunakan tes. Penelitian ini diambil dengan menggunakan non-random sampling. Selain itu, penelitian ini dilakukan melalui prosedur berikut: memberikan pre-test, menerapkan perlakuan dan memberikan post-test. Data dianalisis dan diproses dengan menggunakan perhitungan data statistik ANCOVA oleh program SPSS 23. Signifikan ditunjukkan oleh rata-rata post-test siswa di kelas eksperimen adalah 76.55 dan post-test rata-rata di kelas kontrol adalah 70.55. Hasil uji hipotesis statistik yang ditemukan dari p-value adalah 0,000.

Ini lebih rendah dari level signifikan 0.05. Jika p-value = dari level signifikan 0.05. Ini berarti H1 diterima dan H0 ditolak. Kesimpulannya, media Zimmer twins ini efektif sebagai media pengajaran untuk meningkatkan kemampuan menulis teks naratif pada siswa kelas sebelas di MA Yayasan Sirojul Islam Sukolilo. Kata kunci: Digital Story, Menulis, Teks Naratif, Teknologi, Zimmer Twins

Introduction In Indonesia, learning English is considered as EFL.

English is a foreign language focuses on the main aspect involves language skills which combined with technology and these skills need to be mastered to learn English effectively. According to Laborda & Royo (2007, p. 321) stated that technology is the importance of including ICT in the language curriculum the teacher may doubt technology or just be hesitant to include activities use a computer in their classroom. In recent years many of technology already has used in the education world especially to professional educators in teaching English for learners.

Each of the students have a lower proficiency and afraid to writing because they are assured by themselves that they will make mistake to writing occasionally the students still have lack of confident feels to writing ability. Teaching and learning in the school is guided by the content of Kemendikbud (2014) government of ministry of education and culture number 103 of the 2014 year concerning learning in basic education and secondary education which explains that in order to reach the quality that has been planned in syllabus design, there are principles that used as students as references for learning activities including (1) students are facilitated to find out; (2) students learn various learning source; (3) developing students creativity in the learning process; (4) fun and challenging learning atmosphere. Writing is one of ability skill to increase the students smoothly (Oshima & Hogue, 2007).

Based on the Standard Competence of English Curriculum 2013 the students are expected to be able to the written text of simple narrative text with focusing on the purpose, structure, and grammatical features of the text. The author teaches how to make narrative text with their previous knowledge see plot, actor, and point of view. The researcher wants to attempt for the learners with learning this digital story method as a multimedia system which makes the learners have a nervous feel to writing about the topic and also it might be the learners must have known technology to the learning process can easily and smoothly in the classroom area. Zanz (2015) explains that digital storytelling is an educational tool to develop the students in creative and help to learn by doing.

In general, the digital story mentions a small form of making a movie that consents the students to create storytelling to their study. Storytelling is not only potent in children education but also effective in all areas of higher education (Wang & Zhan, 2010, p. 78). Education also required learning storytelling to improve ability in writing knowledge. To investigates use digital storytelling to improve this innovative technology in teaching and learning.

The online platform used in this study is called the Zimmer twins it's a website design for children to share their creative story through animated stories (Jitpaisarnwattana, 2018). This research also focuses on digital media in the class which having access internet connection in a computer lab or laptop in order the teaching and learning process to students as a storyline can create a short story they can be creative and they can create text dialogues between characters and others. This research is focused on the students' reactions that come out through digital tools to create a story and to create a movie (Schmoelz, 2018).

The teacher should make a paper sheet to each students with a text narrative story after each students saw the topic stories in media teaching. It found the explanation of narrative in a curriculum guide in the teacher gives materials can help students that have difficulty feels to write. Based on the problem above, the teacher can make an enthusiast-class using storytelling is significant through its potential to contribute to language learning. The digital stories have found their way into language learning contexts.

The activities of making and tell digital stories, which integrate sound and video images with dialog text to deliver the meaning content of stories. Therefore storytelling is the most traditional for teaching but the teacher still using books story in communication with the students so that it is a new way in the modern era. The researcher has a problem with the following questions: Do the students taught by Zimmer twins' media digital storytelling have better writing narrative story text achievement than those taught by non-digital in storytelling?.

Review of Related Literature According to Kilickaya (2011, p. 7) Zimmer twins is an animation free online creating story or animation based on flash for the teacher must be able to students to create movies fast and simply. Jitpaisarnwattana (2018, p. 146) listed some stages of Zimmer twins (1) before the students started the animated story, the students were introduced to the project by teachers in Zimmer twins website was represented in the classroom. (2) students were assigned to make complete a storytelling video on a given topic, students can click make a movie on the main menu and then their click makes from scratch on the next page until the screen appear.

(3) You will decide in the beginning to choose the background scene, effect and text in the dialogue, you start to choose a created movie with call-outs, actions, emotions and finally with the transitions. (4) Then, the students were assigned to work in a group to choose your character, place and start your animation to complete and save storytelling movie and produce animated movies. (5) And finally the teacher can examine the students to watch their video and the teacher can give feedback from a comment in their short story movies. This activity will be good and competent to think imaginative in their creative story.

So that Zimmertwins possible with several ideas to apply in English learning. Sarica & Usluel (2015) defines that digital storytelling emerged from the integration of multimedia and storytelling to meet the various need of an individual, such as communication and expression, and to facilitate teaching and improve skills. Digital storytelling can be applied to the different objects in a context and can be created by an individual or with the group.

Bozdogan (2012) stated regarding research on digital storytelling, some studies focus on analyzing movies as an output of digital storytelling students' perceptions of the use of digital storytelling in teaching. According to Sanz (2015) defines too many various activities and skill that is developing a process of produce digital story telling with stimulated skills in each of the activities. Smeda, Dakich, & Sharda, (2014) Suggest that digital story are an efficient innovative means that enhance the motivation of the students while learning situations to students in the story process of idea of the learners through collaboration, reflection, and interpersonal communication. The narrative is usually an easy text to write because the context is following a chronological of a story through the expression of different media into students understand (Prins, Avraamidou, & Goedhart, 2017, p. 21).

The narrative is used to show the way of information structure from languages into an easily understood form that guides students understanding and for a thinking model used by the students to understanding information or experience. So the narrative is

different from other types and it is recommended for writing who the students can give result information through expression after their write chronological of the story based on structure contents. Moreover, Oshima & Hogue (2007) stated that narration is story writing when you make a story paragraph, you write about actions so that they happen. Oshima & Hogue (2007, p.

35) stated that on the writing process of the narrative paragraph is free writing technique. When you free write you can bring up the topic for a specific plot of the story. You simply write down the sentence when you think about it without upsetting of whether your sentences are right or false. You do not have to punctuate sentences or capitalize words. You can write incomplete sentences or phrases. According to Cheung (2016) said to teach writing effectively, the teacher must be clear knowledge of the skill and processes that are involved.

The teacher must toknow of a part writing process, firstly conceptualizing stage, the writer makes and chooses designs that using in their writing. The second is subprocess that means put on ideas into the paragraph. The third is subprocess revising, where the author revision and recover the theme usually the revision can be connected of the content, grammar, mechanics (Cheung, 2016, p. 8). Research Method This research is quantitative research. The experimental research has several designs including pre-experimental design, true experimental design, factorial design, and quasi-experimental design. The researcher used a quasi-experimental to design this study.

Quasi-experiment design involves in an educational setting, it is impossible choosing sample randomly of the population and assigns to a different class, and the researcher only assigns at random different treatments to two different classes (Charles, 1995) in (Latief, p. 96). This quasi-experimental research was used to know differences in

the ability of the treatment class and the non - treatment class. The design is represented by a nonequivalent control group design. Table.1 Research design of quasi experimental O1 _X _O2 _ _O3 _- _O4 _ _(Sugiyono D. P., 2015, p. 79) Explanation: O1: Giving the pre-test experimental class O2: Giving Post-test in the experimental class.

O3: Giving pre-test in control class O4: Giving Post-test in the control class X : Treatment in the experimental group of teaching writing narrative text through Zimmer twins as digital storytelling. - : Teaching and learning model that is not the same as the experimental class. In this research, the researcher decided to do this research to the students of MA Yayasan Sirojul Islam since most of them were seemed totally matchto join this research because of their condition.

Based on the design of this research, the researcher took decision to point two classes of the eleventh class out: 20 students in each XI social 1 and XI social 2. The sampling techniques chosen by the researcher was a non-probability sampling technique. The researcher determines the type of sampling that is purposive sampling. The technique of deciding this sample was selected of judgment by the teacher or researcher to takes 20 students. This research uses three variables; the independent variable is a variable that influences the dependent variable and variable covariate to determine the effect of covariate with the dependent variable.

In this research, the independent variable was Zimmer twins as animation movies of digital storytelling. The dependent variable is the students' writing ability, and narrative text before giving treatment (pre-test) as covariate variable to find out the influence of ability of the initial score students who differ significantly. The instrument of this research was pre-test and post-test. The test is the form of a narrative essay after the students watch an animated movie in Zimmer twins website.

The test will be used as source information on what to extend students initial ability to write a narrative story. All students already know that narrative is a text which is commonly used to tell an imaginary story. The test gave in the beginning pre-test and in the end post-test, the pre-test was a form of essay used to measure initial ability in writing a narrative story. Then post-test can be used to measure ability in writing the narrative story after students give a treatment of learning Zimmer twins.

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument; the researcher used the product-moment to measure the reliability of the research using test-retest because in this class the researcher gives the same test to the students at a different time. To measure whether the test was reliable or not, the researcher used the formula Cronbach's Alpha is .880 that the test has very

high reliability. Validity is when a test must measure what it is intended to measure and what has been taught. It means that students have to write the story that they have already learned.

To valid, the researcher uses content validity because content validity is the extent to which a measuring instrument. Before the instrument is applied to students, the author consults with experts judgments is lecturer whether the instrument is appropriate or not to measure the variable of research. The data was taken by doing pre-test, treatment, and post-test in experimemntal group and pre-test and post-test in control group.

After collecting data, the researcher analyzed the result of this quasi- experiment research by using ANCOVA which stood for analysis of Covariance as it was applied to compare the post-test scores of the two groups and pre-test before treatment.

Result

Table 2. the result of Pre- Test Descriptive Statistics N Min Max Sum Mean _ Std. Deviation

_Statistic _Statistic _Statistic _Statistic _Statistic _Std. Error _Statistic _ _Pretest control _20 _46 _78 _1.342 _67.10 _1.721 _7.698 _ _Pretest Experiment _20 _42 _70 _1.207 _60.35 _1.655 _7.400 _ _Valid N (listwise) _20 _ _ _ _ _ _ _ _The result of students of both class score was low scores, they got a bad score.

And the researcher know based on the total number of pre-test score was 1.207 for experimental class and 1.342 for control class and that mean was 60.35 for experimental class with the total number of students was 20 because they understood about the topic discussed and some words that used in writing a paragraph. But, some students still get difficulties in vocabulary so the researcher gave more attention and 67.10 for control class with a total number of students was 20. Table 3.

The result of Post-test Descriptive Statistics _ N Statistic _ Min Statis tic _ Max Statis tic _ _ Sum Mean Statis Statis tic tic Std. Error _Std. Deviation Statistic _ _Posttestcontrol _20 _60 _ _84 _1410 70.50 1.099 _4.915 _ _Posttestexperiment _20 _71 _ _86 _1531 76.55 .936 _4.186 _ _Valid N (listwise) _20 _ _ _ _ _ _ _ Based on the results of the total number of post-test above, the experimental group students score higher than the pre-test, this happened because students already understood more about a narrative text.

The score of the control group 1.410 with a mean score of 70.50 and the score of experimental group 1.531 with a mean score 76.55. Based on the table above, the control group scores lower than the experimental group, this occurs because the control group does not get treatment. The control group was only taught used conventional methods. Hypothesis Testing Table 4. Tests of Between-Subjects Effects Dependent Variable: Writing __ Source _Type III Sum of Squares _df _Mean Square _F _Sig. _ _Corrected Model _467.619a _ _2 233.810 _12.531 _.000 _ _Intercept _1881.094 _ _1 1881.094 _100.818 _.000 _ _pretest _101.594 _ _1 101.594 _5.445 _.025 _ _Media _466.331 _ _1 466.331 _24.993 _.000 _ _Error _690.356 _ _37 18.658 _ _ _ _Total _217395.000 _ _40 _ _ _ _Corrected Total _1157.975 _ _39 _ _ _ _a. R Squared = .404 (Adjusted R Squared = .372) Based on the table of ANCOVA model above, the score of media is successful it is a lower than alpha (0.05) is .000 = 0.05 and the significant score pre-test lower than alpha (0.05) is .025 = 0.05.

This ANCOVA model, the pre-test as a covariate was influence because the initial ability of the students scores between the two groups in pre-test was significantly different and this affect on the significantly difference mean in writing skill. The difference mean of writing skill by using media

variable were significantly can influence the difference mean in writing skill, so that pre-test and media have significantly difference mean scores of students in writting narrative text. Based on the purpose above, the result of ANCOVA from P-value (.000) was lower than alpha = 0,05 it is means that H1 was accepted and H0 was rejected of the hypothesis. If P-value = alpha (a), it means that H1 was accepted and H0 was rejected.

It showed that there is was an influence of Zimmer twins as media digital storytelling on the students' writing narrative text at the eleventh grade of MA Yayasan Sirojul Islam. From the data above, the researcher analyses that there was a significant difference between the students who are taught used Zimmer twins and those who are taught not used Zimmer twins in writing class. Writing is communication into written form. Cheung (2016) emphasized to teach writing effectively, the teacher must be clear knowledge of the skill and process that are involved, the teacher must know of a part writing process.The author gave a writing test about the narrative text to know the result of the score by using five-components or aspect of writing skills. Those aspects were content, organization, vocabulary, grammar, and mechanic. Those aspect adapted from Weigle (2002).

After scoring those aspects, the researcher used an analytical scoring, it means that the material of narrative text is clearly of researcher uses Zimmer twins to created animated and tell the story to the students understood about generic structure of a narrative text and they can increase the aspect to be better. From the total score the mean scores pre-test as the initial score in writing skill, the control group got a score is 67.10 and in experimental group the score was 60.35 in the pre-test. The result of the pretest score showed low on all aspect, because the students have low scores on pre-test that can influence the writing of narrative text, this happens because they have difficulty to processing words especially vocabulary and grammar errors to write narrative text.

After that, the author gave a three times treatment for experimental group to help the students become more enthusiastic, active in learning English by using media, in contrast to the control group by using conventional method. The researcher gave post-test to students in the control and experimental groups. From the data shows that there are differences from the mean score post-test of the control and experimental groups on post-test it has mean 76.55 while, the post-test score of students who are taught by conventional method has mean 70.50. It means that the average of students taught by using Zimmer twins as media on writing narrative text was high than the students taught by conventional method.

From each score the experimental group post-test results were higher than the control

group. The research result was in line with Anderson, et. al (2015) Explain that Zimmer twins are an easy way to be applied by the students as a story starter in the classroom. A teacher must present the site and shows a short animation movie to students are well-known with the Zimmer twins. Then the students could be seen short movies and students make the story until ?nished from the students created a movie.

The majority of students at the Yayasan Sirojul Islamic are not learning English through learning media such as Zimmer twins because they are still learning from the textbook so that use of Zimmer twins as a media for website animation gets better results compared to the conventional technique. Jitpaisarnwattana (2018) noted that zimmer twins as digital storytelling they can encourage to use the vocabulary they had learn in the classroom contribute to creating a movie making tool to learn many vocabularies from dialog text and emotion to be able completed the videos movie. This is because in the Zimmer twins media animation has a variety of visual images, dialog texts, feelings and expressions of various characters of the stories made by the students themselves.

In the animated movies made by students that have advantages among others can improve the students understanding ability on the material delivered by the teacher, so that they can write narrative texts became more coherent in the animated movie also contain dialogues text that uses varied expression so students can increase their vocabulary in writing narrative text. Prins, et. al (2017) argues that the narrative is an easy text to write because of the context following a chronological of the story through an expression of different media animation.

The students had big enthusiasts of made short animated movies based on their own each story in Zimmer twins then they wrote of narrative text. It happened because Zimmer twins website as a digital storytelling it is unique media which easy to implement the ideas, imagination and can make a creative short movie by using many scene expression, etc. Then, it can be helpful good media to the students writing ability effectively and interested in the teaching-learning

In this research, the researcher concluded that teaching writing by using Zimmer twins as media digital storytelling make the students have interested and motivation to write a narrative text. The researcher gave treatment in a group for increase the students motivation.

It could be shown when the researcher was teaching narrative text by using Zimmer twins as digital storytelling on the website. This experimental research was declared successful, easily to be applied and enjoyed in following a teaching-learning process. And they can write English well and it could be proved by a good result in doing their assignment. Conclusion Based on the result of data analysis, the researcher summarizes that writing ability is an issue of students at MA Yayasan Sirojul Islam on this research.

The research problem on this research is to find out the differences between students who learned used Zimmer twins as digital storytelling and those who are not using nondigital storytelling.This design experimental use quasi-experimental consisting of two groups are experimental and control group. The result data showed that the students of the experimental class were a significant difference which used Zimmer twins in learning narrative writing got a better score than the control group.

Teaching narrative writing with Zimmer twins as digital storytelling did had better in writing at the eleventh class of MA Yayasan Sirojul Islam. This research was successful because this method gives a good contribution to the students' in writing then it could become a stimulation to write the narrative text also the students understood of the part of the story after they see the animated movies. The students can express their creative thought about making animated stories from Zimmer twins. Therefore, it will make the teaching and learning process would be more fun and interesting.

Suggestion The researcher hopes that the teachers are expected to be completed with a guidebook that steps to make animated movies from websites or software as digital storytelling and able to apply teaching media from the Zimmer twins media in English learning because of the effective results compared to conventional learning methods. This is also expected to be a motivator for teachers to continue to innovate and enhance students' creativity in the learning process. The researcher hopes that the student in writing narrative text is expected to make the process of learning English more enjoyable. Besides, students' are expected to be more active so that the ability to write their narrative texts becomes better.

The next researcher can use this Zimmer twins media to teach English at a different level, grade, subject and topic to develop the teaching and learning process. The media Zimmer twins can be used and developed as the stabilization media animation in

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