

The Effectiveness Of Critical Literacy Practice (Clp) Technique In Teaching Noun

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Abstract

This study discusses the critical application of practical literacy (CLP) in the effectiveness of learning nouns aimed at facilitating the teaching of English, especially in learning nouns. The sample in this study was 11 stories contained in a book called Rain in the Kingdom of Laterre. From the results of this study note that using the practice of critical literacy is one way that can be done to obtain effectiveness in learning parts of word elements, especially nouns. The design of this study is related to qualitative descriptive techniques. The findings show that the dominant type of nouns used in Rain in laterre kingdoms is nouns as sentence subjects with a percentage of 62.55% so it is known that in this study nouns are used as subjects because the book is intended for children so the word selection used simply.

Keyword: Noun, CLP, Effectiveness

1. INTRODUCTION

English is an international language since the 20th and 21st centuries. English has several benefits including in the economic, social, cultural and even educational fields. Many countries in the world make English a second language like German, Singapore, even Malaysia and so on. However, Indonesia does not include countries that use English as a second language. In other words, Indonesia still considers English as a foreign language. English is still considered quite difficult for Indonesians to think. Thought of the difficulty of English because Indonesian people do not use English in everyday language. Indonesian people still use regional languages to become second languages.

However, Indonesian people really need the role of English in interacting abroad. Given that Indonesia is a developing country that still needs the role of developed countries in meeting their needs. So that's why students in Indonesia must learn English even if it is only a foreign language. In learning English as a foreign language, some techniques are needed. So, students do not have difficulty in learning it. In today's modern era, scholars are no stranger to the term literacy. The problem of the difficulty of learning English as a foreign language requires the critical role of literacy in its handling so that learning English as a foreign language can take place effectively.

According to (Luke, 2012) In their broadest sense, critical literacies refer to the ability to read texts going beyond their superficial meaning. Thus, the selection of studying English as a foreign language using the practice of critical literacy is a very appropriate choice. It is with the superiority of critical literacy that it invites students to study English as a foreign language deeply through the ability to read texts beyond their superficial meanings. In addition, according to (Gomez, 2019) Texts, in this sense, can be either songs, novels, poems, conversations, pictures, movies, and so on. From this statement, we can know that the text referred to in critical literacy is not just reading, writing in general. However, it can be in the form of listening to songs, singing songs, reading novels and poems, writing novels and poems, having conversations, seeing pictures, watching movies, and soon.

Therefore, many ways can be used to learn English as a foreign language. However, many do not study effectively. So that the critical role of literacy is needed in learning it. In this study, the researchers used the linguistic semantic branch to be used in the practice of critical literacy, especially lexical semantic elements, which refer word for word and specifically researchers only examined for the word element Noun. According to (Gwen frishkoff, Sungjin Nam, and Kevin Collins) semantic representations can be used to automatically evaluate specific components of word knowledge, track changes in students' knowledge toward true meaning, and calculate a rich set of features to use in predicting the short run. and long-term learning outcomes. Our method can support progress in real-time, special support for semantic learning of words, resulting in a more effective personalized learning system. So from the narrative we can know that the selection of semantic science is very appropriate and effective in applying critical literacy in learning English as a foreign language. The semantic branch used is lexical and the word element used in lexical is the word element Noun.

According to (Ismail, 2018) Lexical knowledge is one of the essential components in language learning. Limited vocabulary and wrong choice of lexical items are major obstacles in successful communication. In other words, learning English as a foreign language must be very familiar with the meaning that leads

from word to word. In order to know the meaning of word for word, this is why semantic lexical is used in the process of critical literacy practice. So, to interpret the text that will be used as objects in this study can use the smallest particles, namely words. Researchers in researching research only focus on the effectiveness of using the practice of literacy critical techniques in teaching nouns. thus, the researchers only focused on the nouns.

In this study, researchers created their research object, a book written by UMSU students, 2016 evening class of creative writing courses as a source of data with the title "Rain in The Kingdom of Laterre".

Critical Literacy Practice(CLP)

According to (Ministry of Education of Ontario, 2006, 9) Critical literacy provides individuals with the tools they need to think in-depth about the texts they see. They push them to read what is given in between the lines and to look beyond what is seen to find out the existing and missing things. In addition, according to (Gomez, 2019) Texts, in this sense, can be either songs, novels, poems, conversations, pictures, movies, and so on. So from this theory we can know that critical literacy is not only focused on reading and writing but also on speech and hearing. In other words, literacy criticism has broad and non-specific meanings. The essence of critical literacy is understanding what it sees careful. Moreover, according to (McLaughlin, & De Voog, 2004, cited in McLeod & Vasinda, 2008, 261) Critical literacy is a way of evaluation in terms of identifying the text. The identification of the text in question is the way a person interprets the meaning of what the person knows or sees withcritically.

A synonym for critical literacy is analytical reading (Molden, 2007, p. 50), we can translate here not to read the text in general but rather to read the situation, meaning and understanding through oral or written. Because of the peculiarities of critical literacy, according to (p. 50, as cited in Molden, 2007) As not only a teaching method but a way of thinking and a way of being that challenges texts and life, as we know it. So, that way we know that the power of critical literacy can not only be used when learning in school, but we can use it when interacting socially.

As according to (Wood, Soares, & Watson, 2006). The origin of critical literacy evolved from the Frankfurt School of Critical Society Theory, which affirms that humans can change society through words and actions. It is with critical literacy in the midst of society that can change the paradigm of community thought to be more critical through words anddeeds.

On one hand, according to Luke (2014) approaches critical literacy in a more comprehensive manner as the use of the technologies of print and other media of communication to analyze, critique, and transform the norms, rule systems, and practices governing the social fields of institutions and everyday life. Therefore according (Luke 2014) in the classroom setting it is not enough for teachers tomerely instruct mechanical skills of language to students but also to help students develop critical literacy competence to interrogate the status quo, social critique injustice and education in equities, and take actions .

We can conclude that the importance of critical literacy in the learning process is used to analyze, criticize, even regulate the norm system to how we take action. In other words, this is directly proportional to the superiority of critical literacy in learning English as a foreign language. The selection is very appropriate in learning English as a foreign language using critical literacy methods.

Goals of Critical Literacy Practice (CLP)

According to (Luke, 2012) The purpose of implementing critical literacy is to help students develop their capacity to use texts to analyze social fields and their systems of exchange. This opinion can be analyzed that the magnitude of the objectives held by critical literacy in the learning process. With the existence of critical literacy, students can develop analytical skills. other words, with the critical literacy students can learn outside their safe zones so that effective learning goals are created.

In addition, Many objectives of the critical literacy itself according to them (Bishop, 2014) indicates that the purpose of critical literacy is increasing the critical and social awareness of the students. In modern times, critical and social awareness is needed for students considering that so many good and bad external cultures enter, so critical awareness is needed. from this explanation we know that after students are asked for more analysis, then the next stage of the analysis is that students are led to think critically, especially with outside cultures that enter so that they can filter it and realize social awareness of students. so many goals possessed critical literacy for no other reason that critical literacy is very important in the learning environment and even the social environment.

In other words, according to (Campano, Ghiso, & Sanchez, 2013) the ability to question and evaluate the perspectives in texts is of paramount importance for citizens in a democratic society. we can point to democratic communities here for Indonesians. so that the critical selection of literacy is needed for those of us who claim to be democratic countries. A country that gives freedom of choice and opinion.

According to Comber, Thomson, and Wells (2001), and Jones (2006) and others suggest critical literacy can be boosted in classroom cultures where students are engaged in engaging socially through collaboration, discussion, and asking questions. this opinion is known that critical literacy cannot be formed by itself. However, we must have social interactions that make it a habit such as discussion, making questions and more. So that critical literacy will always be present without us knowing.

The way of Critical Literacy Practice (CLP)

According to (Danielle E. Forest and Sue C. Kimmel 2016, p. 286) "Discussion" and critical literacy refer to the strand of the chat centered on a particular question, topic, or theme. Students begin new discussions when they are switched topics or posed new questions to consider within the chat. "Utterance" refers to a statement made by a student during a discussion. Sometimes an utterance was a sentence fragment or brief expression, but at other times, an utterance consisted of a more complex thought. This opinion is an explanation of the objectives and methods of fertilizing critical literacy.

So we can know step by step according to Lewison et al. (2002) that are Initial Coding, Open Coding, Comparison Coding, Developing Themes, and Final Coding. From these steps we can explain that in the first phase students are expected to identify the text they are reading that leads to critical literacy. the second phase after being identified then labels each of the identified texts. the third phase compares text one to another from the labels provided. the fourth phase of the comparison is found so that it can get big ideas that will be discussed together and a new framework is built. Finally the fifth phase of coding was completed and an agreement was obtained.

2. METHOD OF RESEARCH

This research uses descriptive qualitative analysis. Qualitative descriptive is designed with more narration or explanation sentences to get answers to existing problems so that the conclusions of this problem can be found. This research focuses on the meaning of words in the story titled "Rain in the Kingdom of Laterre" by paying attention to the lexical semantics in each word so that the known meaning is known in it which is part of critical literacy that understands. Then, the word analyzed is word by word rewritten and its meaning. then identify which one is meant by Noun and how to teach Noun. So, it becomes a text transcript to provide answers to existing problems.

The data source in this study was taken from the creative writing book written by the students of Evening class start learn 2016, entitled Rain in the Kingdom of Laterre, which is the title of one of the stories in it. This book consists of 11 stories divided into 2 genre. 6 stories have a royal genre and 5 stories have another or free genre. The stories in this book was applied to the practice of critical literacy techniques, starting from being identified abeled, compared from one label to another, getting their meaning so that finally the conclusions are also obtained to answer the questions.

In collecting data in this study, researchers applied the Critical Literacy method. A synonym for critical literacy is analytical reading (Molden, 2007, p. 50), as in According to King (2010) it is important to keep four variables in mind when it comes to learning how to read successfully: the reader, the text, the strategies, and the goal. In other words, According to Fredi (2018) Reading, in other words, is not only comprehending a text, but also about how to address said text. From this narrative, the data collection technique that will be carried out by the researcher is the first reader, the researcher.

The second is text. The text which is the object of research is read correctly and clearly, especially in terms of meaning. The third is strategy. The strategy used in finding meaning contained in the text is by using semantic lexical. Finally, the fourth is goal. The goal is to find meaning in every word contained in each sentence in the text Specifically noun. The technique is used to obtain data from a book source titled "Rain in the kingdom of Laterre". There are several steps to collecting data, namely:

1. Read the story in the creative writing book to understand the meaning contained in the story.
2. Changing the text in the form of paragraphs into sentence form and converted into word-for-word form. to facilitate the identification process
3. Identifying the meaning of the text
4. Giving word class labeling for each word
5. Compare word class labels with other word classes
6. Knowing the meaning
7. Finding the results taken based on their meaning
8. Finding answers to existing problems in the formulation of the problem.

Technique of Data Analyzing

The systematic procedure in conducting analysis is as follows:

1. Data identification

The first step is the data that is identified to get the meaning of each word. The resulting meaning of each word that applies lexical semantics is understood by identifying which parts of the conversation. Therefore, the researcher after analyzing the meaning of each word is then identified according to its type.

2. Data analysis based on word class

After the data has been analyzed, the meaning is known, then the data is analyzed based on word classes to see whether the word is used or not, especially the researchers focus only on the Noun word class because as in the title of application of critical practice literacy techniques.

3. Data analysis is based on the meaning of words that fit the context.

In this step, we look for words that fit the context, but if they don't match, we can look for words with synonyms with the same meaning but different contexts. this study, researchers only focused on teaching nouns on the

3. RESULT AND FINDINGS

The researcher analyzes the functional classification of Noun contained in this book which is used to answer the formulation of this research problem that has been described previously. To determine the elements contained in the story. B.1 What the element is used Noun by CLP in the book Rain in the kingdom of Laterre.

The researcher analyzes the data in this study based on the type of noun function contained in the sentence. Based on the theory described previously there are seven functional noun divisions. To determine the elements contained in the story. Then to examine it, researchers make scripts per sentence from 11 stories contained in the book, So that the data collected is arranged in tabular form in each story as follows in Appendix I

Based on Appendix I, the following information is known, which will be presented in the table :

No	Types of nouns based on their functions	Total	Percentage
1	Noun as a subject of sentences (SS)	324	62.55%
2	Noun as an object of a verb in a sentence (OV)	45	8.69%
3	Noun as an Object of a Preposition (OP)	30	5.79%
4	Noun is placed after articles (a, an, the) (AA)	57	11.00%
5	Noun is placed after demonstrative (AD)	12	2.32%
6	Noun is placed after possessives (AP)	38	7.34%
7	Noun is placed after quantifiers (AQ)	12	2.31%
		518	100%

Tabel 4.1 The Percentagethe element is used Noun by CLP in the book Rain in the kingdom of Laterre

Based on table 4.1 we know that the Noun most frequently used in the book The Rain in the Kingdom of Laterre is Noun as a subject of sentences 324 times or 62.55% then followed by Noun is placed after articles 57 times or as much as The third 11.00% is Noun as an object of a verb in a sentence 45 times or percentage of 8.68% then Noun is placed after possessives 38 times or 7.33% and then Noun as an Object of a Preposition as much as 30 times or as much as 5.79% and finally get the same amount, namely Noun is placed after demonstrative and Noun is placed after quantifiers 12 times or 2.31% respectively.

B.2 How the elements are used in book rain in the kingdom of laterre

We already know that there are 7 types of noun use that are used in the book Rain in the Kingdom of Laterre by using it as follows:

a. Noun as a subject of sentences Noun as a subject of sentences is the noun used as the perpetrator in the sentence as in the following example:

1. **The country** is led by a king named king Laterre, one day there is anxiety in the kingdom of laterre (table 1 appendix I)
2. **We** are wrong (table 1 appendix I)
3. **The day** went on and the king's condition got worse and there was no medicine to heal the king (table 2 appendix I)

b. Noun as an object of a verb in a sentence Noun as an object of a verb in a sentence is a noun that serves as an explanation for the subject in the sentence like the following example:

1. Why can't **you**? Doni asked (table 4 appendix I)
2. Lets go **home** (table 10 appendix I)
3. Excuse **me** (table 9 appendix I)

c. Noun as an Object of a Preposition

Noun as an Object of a Preposition is a noun in front of which there is a preposition that is useful for providing information in sentences about the location of objects and others. The example, they are:

1. "Please give me a piece of bread, I have not eaten **for a few days**" (table 5 appendix I)
2. **After the hours** of the house ran brave to approach doni "doni you want to go home with me? Let's go home together (table 11 appendix I)
3. **At least** her friend agreed with his opinion and had changed her mind about the rain(table 11 appendix I)

d. Noun is placed after articles

Noun is placed after articles are nouns that previously contained articles, namely a, an, or the which are used to indicate the specifications of an object or the number of an object if it is single. The example, they are:

1. It turns out that the falling cardboard box is **a friend** who was search for mamat and accidentally leafed the boxes that caused the cardboard to fall. (table 7 appendix I)
2. He quickly took **the book** doni and open one by one sheet of paper (table 11 appendix I)
3. Doni is **a child** who is not very sociable with many friends (table 11 appendix I)

e. Noun is placed after demonstrative

Noun is placed after demonstrative is a noun in front of which there are demonstrative or demonstrative words such as this, that, those, and these which

are useful to know where the position of an object is from our reach, which is far or near. The example, they are:

1. Just take this golden plant and keep this golden plant from the bad guys Until now king smith and queen Elisha still do not have children and they are very sad for fear that no one can continue the throne of **this kingdom of smith** (table 5 appendix I)
2. In **this kingdom Edward** prince are highly respected and respected (table 2 appendix I)
3. Seeing **this situation** made amore unable to still stay (table 3 appendix 1)

f. Noun is placed after possessives

Noun is placed after possessives is a noun in front of which there are possessive pronouns namely my, your, our, her, his, and their so that it is clear in the sentence that the object has its owner. The example, they are:

1. Hurry back **my book** (table 11 appendix I)
2. I agree with **your explanation** if the rain does provide many benefits to living things (table 10 appendix I)
3. "Answer **my question**, so that your problem can be solved," asked the White Could King once again, in a high voice (table 1 appendix I)

g. Noun is placed after quantifiers

Noun is placed after quantifiers are nouns that are equipped with numbers such as some, any, half, both, every and others. The example, they are:

1. There is one more thing that I can show you as evidence that the rain was a miracle, Nima continued with the question, what? By Sila while waiting, the two friends were talking **a lot of things**(table 10 appendix I)
2. Having **many friends** and behaving well to all people can make happy (table 9 appendix I)
3. King smith was **very confident** and believe in alexander as his successor to his throne (table 1 appendix I)

B.3 Reasons why these elements are used in book Rain in The Kingdom of Laterre

Researchers have found the use of nouns which are very dominant in use in this book that is nouns as subjects up to 62.55% contained in 324 sentences in this book. So it is well known that the book Rain in the kingdom of laterre is a book dedicated to children so that words that are used are also simple words like noun as the subject which is the basis of a sentence. with this foundation it is continuous with the research results of researchers that the element noun used in this book is noun as a very dominant subject.

4. DISCUSSION

The data from this study were taken from a book written by the 2016 FKIP evening class students in the 2016 school year in the Creative Writing course. This book, entitled "Rain in the Kingdom of Laterre," is analyzed from the sentences in each story in this book, which consists of 11 stories that are transformed from paragraphs into forms per sentence. every word in each sentence is identified to find the word noun in the existing Part of Speech is the first analysis in this study. The process produced in this study was marked by using coding to determine the type of noun that exists. As according to Sutanto Leo in (2013 page 63 - 64) the book "A Challenging Book of Practice Teaching in English" says that A Noun is used:

- a. As a subject of a sentence
Ice is cold
The sun rises from the East
My mother is cooking in the kitchen
 - b. As an Object of a verb in a sentence
She bought a **book** yesterday
We eat **rice** everyday
Bendi likes **dancing**
 - c. As an object of a preposition
I got a present **from my friend**
He put the book **on the table**
Brett is good at **singing**
 - d. Is placed after articles (a, an, the)
A **pen**, a **footstep**, a **finger print**
An **eraser**, an **individual work**, an **orange**
The **moon**, the **wall**, the **mountain**
 - e. Is placed after demonstrative (this, that, these, and those)
I need this **book**.
She likes that **boy**
Do you want these/those **flowers**
 - f. Is laced after possessive (my, your, her, his, our, their, and its)
My **arm**, your **problem**, her **hobby**, his **ambition**
Our **activities**, their **success**, its **head**
 - g. Is placed after quantifiers (some, any, half, both, every, each, all, a few, several, much, many, most, more, etc.)
Some **money**, each **student**, half **an hour**, both (of) her **brothers**
Every **person**, each **students**, all **people**, a few **mistakes**
Several **teacher**, much **time**, many **times**
- So from the following statement, code every element in the noun like:
- a. Noun as a subject of sentences (SS)
 - b. Noun as an object of a verb in a sentence (OV)
 - c. Noun as an Object of a Preposition (OP)
 - d. Noun is placed after articles (a,an,the) (AF)
 - e. Noun is placed after demonstrative (AD)
 - f. Noun is placed after possessives (AP)
 - g. Noun is placed after quantifiers (AQ)

Once identified, the categorization of the types of nouns based on their use is the next analysis to find out the noun elements used in this book and how the noun elements are used and how to effectively teach them to students. So that all the questions that must be answered in this study are answered, the first is the element used by CLP in this book, the second is how the elements are used, and the third is why they use these elements in the book.

5. CONCLUSION

This research has answered the problem formulation that the researchers propose in the introduction chapter so that it can be concluded as follows:

1. there are seven types of use of nouns in a sentence used in this book namely Noun as a subject of sentences, Noun as an object of a verb in a sentence, Noun as an Object of a Preposition, Noun is placed after articles, Noun is placed after demonstrative, Noun is placed after possessives, Noun is placed

after quantifiers. Then the researchers get the calculation of the presentation of the use of the noun in the book *Rain in the Kingdom of Laterre* with the value of Noun as a subject of sentences found in 324 sentences with a percentage of 62.55% which is the most dominant among the others. then Noun as an object of a verb in a sentence is contained in 45 sentences with a percentage of 8.69% then Noun as an Object of a Preposition is contained in 30 sentences with a percentage of 5.79%. next Noun is placed after articles in 57 sentences with a percentage of 11.00%. then Noun is placed after possessions is in 38 sentences in this book with a percentage of 7.33% and finally the least appears is Noun is placed after demonstrative and Noun is placed after quantifiers with the same amount of 12 sentences with percentage 2.31%

2. The process carried out for noun elements by means of critical literacy practice (CLP) is by combining meaning and grammar that are appropriate to their place and function, especially in nouns such as examples of differences between nouns used for objects with only one and more than one object

3. Types of nouns occur because of differences in uses in each noun and we will not find that difference if we do not apply critical literacy practice

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