THE EFFECTIVENESS OF JAGO BAHASA'S VIDEO ON INSTAGRAM TOWARDS STUDENTS' VOCABULARY ACQUISITION AT THE SECOND GRADE STUDENTS OF MAN 1 JEMBER

Ismi Fauziah Hanum[1], Febrina Rizky Agustina[2]
UIN KHAS, Jember, Indonesia
ismifauziahhanum@gmail.com, nec.febrina@gmail.com,

INFO ARTIKEL	ABSTRAK
	Kosakata adalah salah satu komponen bahasa Inggris yang harus dipelajari oleh siswa karena dapat membantu siswa memperoleh keterampilan bahasa Inggris lebih mudah dan untuk membantu dalam membangun komunikasi bahasa Inggris. Selain itu, siswa kelas dua MANPK2 MAN 1 Jember membutuhkan bantuan dalam memperoleh kosakata. Siswa hanya dapat memperoleh sebagian dari kosakata yang telah disampaikan guru. Namun, ketika pertemuan berikutnya, siswa tidak dapat menyebutkan seluruh kosakata yang disampaikan dalam pertemuan terakhir mereka; Selain itu, mereka harus membaca buku mereka sebelum menyebutkan bagian dari kosakata. Penelitian ini bertujuan untuk mengetahui apakah siswa yang diajar menggunakan video Jago Bahasa di Instagram mendapat nilai lebih baik daripada mereka yang diajar tanpa video di kelas dua MAN 1 Jember. Penelitian ini menggunakan metode kuantitatif. Data yang dikumpulkan untuk penelitian ini adalah dari skor pre-test dan post-test dan dianalisis menggunakan uji T sampel Independen dengan versi IBM SPSS 26.0 untuk menghitung data. Berdasarkan pengujian hipotesis, skor post-test yang dihitung menunjukkan Sig. 0,000 < 0,05, yang ditafsirkan bahwa Hα diterima dan Ho ditolak. Dapat disimpulkan bahwa ada skor yang berbeda antara siswa yang diajar menggunakan video Jago Bahasa di Instagram dan mereka yang diajar tanpa itu di kelas dua MAN 1 Jember. Artinya, menggunakan video Jago Bahasa di Instagram sebagai media pembelajaran siswa kelas dua MAN 1 Jember itu efektif.
	ABSTRACT *Vocabulary is one of the components of English that should be learned by students because it can help students acquire English skills more easily and to help in building English communication. In addition, second grade students of MANPK2 MAN 1 Jember need help in acquiring vocabulary. Students can only acquire part of the vocabulary that the teacher has imparted. However, when the next meeting, students cannot name the entire vocabulary conveyed in their last meeting; In addition, they should read their book before mentioning any part of the vocabulary. This study aimed to find out whether students who were taught using Jago Bahasa videos on Instagram scored better than those taught without videos in the second grade of MAN 1 Jember. This study used quantitative methods. The data collected for this study were from pre-test and post-test scores and analyzed using an Independent sample T test with IBM SPSS version 26.0 to calculate the data. Based on hypothesis testing, the calculated post-test score shows Sig. 0.000 < 0.05, which is interpreted to mean that Hα is accepted and Ho is rejected. It can be concluded that there are different scores between students who are taught using Jago Bahasa videos on Instagram and those who are taught without it in the second grade of MAN 1 Jember. This means that using Jago Bahasa videos on Instagram as a learning medium for second grade students of MAN 1 Jember is effective.* **Author: Ismi Fauziah Hanum*

Ismi Fauziah Hanum, Febrina Rizky Agustina

Email : *ismifauziahhanum@gmail.com*,

Introduction

People around the world rely on communication as a fundamental aspect of their lives. Within a community, individuals utilize language as a means to comprehend each other. Language serves as a uniquely human skill for establishing connections and conveying human comprehension, thoughts, emotions, and desires through the use of freely formed symbols (Von Bertalanffy, 2019) (Capra, 2015).

English also had four components, vocabulary, grammar, pronunciation, and spelling (Salam & Nurnisa, 2021) (Chairani, 2021) (Sicola & Darcy, 2015). Vocabulary is one of the essential elements in learning English, which students must acquire in order to facilitate the development of their English language skills and to enable effective communication in English. As stated by Sukiman (2013), vocabulary refers to the collection of words and their respective meanings that individuals are familiar with in the language they speak (Rohmatillah, 2014) (PAO-PAO, 2017). Febriana Eka Setyaningsih stated that vocabulary is a primary component of language used for communication and contains about the whole information such as meaning and using the word itself in a communiation. Therefore, acquiring vocabulary is necessary for an idea to be delivered in communication.

In facts, In MAN 1 Jember, which the researcher had observed by for two months during the PLP 'Pengenalan Lapangan Pendidikan' period, students had difficulty in acquiring new vocabularies. This difficulty is because of students filled bored and sleepy in the classroom therefore students can't acquisire the vocabulary that the teacher has delivered.

Based on the observation, the teacher teaches vocabulary only by using the 'lecturing method' such as drilling, imitating, and memorizing (Lin, 2016) (Susilowati, 2016). The English teacher mentioned using various strategies to help students understand and retain vocabulary more effectively. These strategies included having students memorize vocabulary words to ensure their attention during explanations, focusing on the material in the textbook, encouraging students to read the presented text, and asking them to identify foreign words, their meanings, and synonyms. Additionally, students were required to write explanations and repeat the teacher's instructions, ask questions or engage in discussions only when prompted by the teacher, and complete writing assignments. However, this approach proved challenging for students to remember new vocabulary, as they often forgot what they had learned in previous classes. The researcher's observations revealed that students could only retain a portion of the vocabulary delivered during lessons. To address this issue and facilitate better vocabulary acquisition, it was suggested that the teacher should make the teaching and learning process more engaging, encouraging students to pay closer attention to explanations and acquire vocabulary more effectively.

According to Appriliany in 2018, addressing the challenges in the teaching and learning process, such as those investigated in this research, requires the utilization of engaging and diverse instructional media that are grounded in a scientific approach (Apriliyani et al., 2018). Brown also supported the idea that the use of learning media in the teaching and learning process has a significant impact on students' learning and teachers' information dissemination. Nuhung Ruis noted that various forms of learning media, such as audio-visual or video, can assist teachers in delivering course content and enable students to acquire vocabulary more easily. English learning videos, for

instance, provide an engaging and enjoyable method for students to learn the language. Furthermore, Harmer described video as a technology that captures, records, processes, stores, transmits, and electronically represents dynamic situations. In this context, utilizing video as a learning tool simplifies vocabulary acquisition for students by enhancing their interest in the subject compared to those not using video. In this particular research, the researcher utilized a video shared on the social media platform Instagram.

Instagram is a social media that is popular amongst Indonesian learners (Nisa, 2018) (Malay, 2019). This was substantiated by the findings of a survey conducted by the Indonesian Internet Service Association in 2022, revealing that 84.8% of Indonesian teenagers preferred Instagram as their second most frequently used social media platform, following WhatsApp, when compared to other social media platforms.

Nuha Zulfa Ulin (2022) has described Instagram as a photo and video sharing application that enables users to capture and edit images and videos with digital filters before sharing them across various social media platforms using an internet connection, ensuring swift communication of their intended message. This platform facilitates diverse social interactions, allowing individuals to share, exchange, comment, discuss, and generate information and knowledge through photo and video submissions. Instagram is widely used by both adults and youth, making it readily accessible to students who incorporate it into their daily lives for information acquisition and language learning, particularly vocabulary development. Through photos, videos, comments, and direct messages, students can engage in reading, viewing, practicing, and writing. Notably, Instagram emerged as a popular social media platform among second-grade students at MAN 1 Jember, as evidenced by observations and interviews conducted by the researcher. It was observed that the second-grade students at MAN 1 Jember exhibited a keen interest in and proficiency with social media, with many of them maintaining class-specific Instagram accounts, including one with the username "gifavs.majesa."

Indonesian Instagram content creators predominantly emphasize English academic knowledge, discussing topics like grammar, vocabulary, techniques to enhance language proficiency, and more. Additionally, the Instagram videos analyzed in this study were sourced from Jago Bahasa's Instagram account.

Jago Bahasa's Instagram account offers a variety of English educational content, including images and videos. This account not only introduces new vocabulary but also covers pronunciation, usage in sentences, formal and informal contexts, synonyms, antonyms, distinctions between nouns and verbs within the same vocabulary, two-word phrases in English, disparities between American and British accents, homonyms, and much more. However, the focus of the videos used in this research is primarily on presenting vocabulary synonyms, antonyms, and translations.

Handayani (2016) stated that there are five different types of Instagram video content now available:

a) Stories

From the home screen, you have the option to create stories either by swiping right or by tapping the + icon and selecting "stories." You can also upload stories from your photo gallery. Expired stories can be archived in the Instagram profile's highlights section, positioned right above the grid. Additionally, each story can be enhanced with interactive elements such as filters, emoticons, tags, and stickers.

    b) Feed Video

Instagram videos can be created either through the app's integrated camera or by uploading files from your photo library, similar to how photos are added. The maximum duration for these videos is 60 minutes.

    c) Live

Instagram Live allows users to directly live-stream video to the news feed of their followers. Brands and creators have been leveraging Instagram Live for hosting workshops, conducting interviews, and organizing various events.

    d) Reels

Instagram reels have a shorter duration compared to TikTok, allowing users to post videos ranging from 1 to 90 seconds. The features for recording include timed tests, augmented reality (AR) filters, a green screen mode, timer and speed options, and access to an audio library.

    e) IGTV

Instagram IGTV offers users the ability to upload extended video content, allowing for videos of up to 10 minutes in length, and extending the duration to 60 minutes for popular or verified Instagram accounts.

In this research, the investigator utilized an Instagram Reels video from Jago Bahasa's Instagram account as a language learning tool for second-grade students at MAN 1 Jember. Jago Bahasa's Instagram account frequently features this type of video content.

Hence, the Jago Bahasa's video used by the researcher was published in 2021, which is the Covid-19 pandemic era and the video which contains about vocabulary translation, synonym, and antonym (Schroevers et al., 2021) (Hanum, 2023). The researcher opted for this particular type of video due to its longer duration, which enhances the video's comprehensibility, making it easier for students to access and retain vocabulary. Additionally, a significant portion of Jago Bahasa's video content created in 2021 during the Covid-19 pandemic is centered around vocabulary knowledge, unlike the content produced in 2020, which did not prioritize vocabulary sharing.

In utilizing Jago Bahasa's video as a learning tool, the researcher incorporates an additional strategy for teaching vocabulary. According to Apriliany (2018), this approach addresses the challenge of vocabulary instruction by offering an alternative method to enhance both the teaching and learning of English vocabulary. This strategy facilitates teachers in introducing new vocabulary effectively and stimulates students' interest in learning English. To aid educators in delivering the material, a scientific approach is employed in teaching English vocabulary, which can be seamlessly integrated with instructional media. Therefore, in this study, the researcher adopts a scientific approach alongside instructional media, specifically Jago Bahasa's video, to support the teaching and learning process.

Research Methods

This study employed a quantitative research approach, following Creswell's methodology for assessing objective research and ideas by linking quantifiable variables through measurable instruments, facilitating statistical data analysis. The research utilized a quasi-experimental research design, a form of experimental research as defined by Creswell, aimed at establishing causal relationships between independent

Ismi Fauziah Hanum, Febrina Rizky Agustina

and dependent variables (Creswell, 2016). This research aimed to investigate whether students who were instructed using Jago Bahasa's Instagram video achieved higher scores compared to those who were taught without it at MAN 1 Jember. In accordance with a quasi-experimental research design, which resembles randomized experimental designs in its manipulation of an independent variable, the key distinction lies in the non-random assignment of participants to treatment groups. Therefore, in this study, the researcher employed a quasi-experimental research design with a nonequivalent control group design.

The nonequivalent control group design involved two groups: the experimental group and the control group. The experimental group received instruction through Jago Bahasa's Instagram videos, while the control group was taught using a conventional method. Both groups underwent identical pre-test and post-test assessments to gauge whether students exposed to Jago Bahasa's Instagram videos performed better than those who received traditional instruction.

Tabel 1

Group	Pre-test	Treatment	Post-test
E	O1	X	O2
C	O2	-	O2

Note:

E: Experimental group (XI MANPK 2)

C   : Control group (XI MANPK 2)

O1   : Pre-test

O2   : Post-test

X   : Treatment of experimental group using Jago Bahasa's Video on Instagram

- : The group without treatment or using conventional method

The research was conducted on a population of 26 second-grade students during the academic year 2022-2023 at MANPK 2 within MAN 1 Jember. This population was divided into two groups, the experimental and control groups. The research sample was selected using a non-probability sampling technique, specifically purposive sampling, based on the English teacher's recommendation to focus on a single class at the second-grade level of MANPK 2 at MAN 1 Jember. Consequently, purposive sampling was employed, and the research sample details are as follows.

Results and Discussion

Tabel 2

Class	The number of Students
XI MANPK 2 (Experimental	13

group)	
XI MANPK 2 (Control Group)	13
Total Number	26

The data collection method involved the utilization of a test instrument. The research employed a three-step data collection process, consisting of a pre-test, treatment, and post-test. The pre-test was carried out to evaluate the students' vocabulary acquisition prior to instruction. The experimental group received instruction through Jago Bahasa's Video on Instagram, while the control group followed a conventional teaching method. The Jago Bahasa video used in the study covered topics related to translation, synonyms, and antonyms. Subsequent to the treatment, a post-test was administered to assess the vocabulary scores of the second-grade students at MAN 1 Jember. Both the pre-test and post-test included 25 multiple-choice questions created by the researcher, with item specifications detailed in the table below.

Tabel 3

Kinds of Question	Distribution	Total
Synonym	3, 5, 8, 11, 15, 19, 21, 23, 25	9
Antonym	1, 4, 6, 9, 13, 16, 18, 22, 24	9
Translation	2, 7, 10, 12, 14, 17, 20, 27	7

The test was scheduled for a 40-minute time slot, and the researcher evaluated the students' pre-test and post-test scores using the scoring rubric (KKM) specified in the MAN I Jember document, classifying the students' scores accordingly.

Tabel 4

Subject	Science	Attitude	Skills
English Language and Literature	77	B	77

The researcher conducted a comparison of post-test scores between two groups to assess the effectiveness of Jago Bahasa's Instagram video in enhancing students' vocabulary acquisition. Prior to using the test as an instrument, the researcher ensured that the instruments were both valid and reliable. To determine instrument validity, the researcher utilized the Pearson Product Moment (r) formula in SPSS 26.0, as follows.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_xy   :Pearson Product Moment

N   : Total number of students

X   : The sum of score X

Y   : The sum of score Y

XY   : The sum of a score X and Y

X^2 : The sum of the aquared in X

Y^2 : The sum of the squared in Y

$\sum$: The sum of add them

Moreover to know the criteria of validity as follows:

If $t_{count} > t_{table}$: it indicated that the instrument (test) was valid.

If $t_{count} < t_{table}$: it indicated that the instrment (test) was not valid.

The compunting result from SPSS 26.0. for validity testing can be seen on the table below:

Tabel 5

No	Question items	$r_{obtained}$	r_{table}	Conclusion
1	Item 1	0,589	0,497	Valid
2	Item 2	0,716	0,497	Valid
3	Item 3	0,534	0,497	Valid
4	Item 4	.a	0,497	Valid
5	Item 5	0,720	0,497	Valid
6	Item 6	0,685	0,497	Valid
7	Item 7	0,543	0,497	Valid
8	Item 8	0,632	0,497	Valid
9	Item 9	.a	0,497	Valid
10	Item 10	0,616	0,497	Valid
11	Item 11	0,756	0,497	Valid
12	Item 12	0,507	0,497	Valid
13	Item 13	0,534	0,497	Valid
14	Item 14	0,595	0,497	Valid
15	Item 15	0,564	0,497	Valid
16	Item 16	0,720	0,497	Valid
17	Item 17	0,719	0,497	Valid
18	Item 18	0,705	0,497	Valid
19	Item 19	0,658	0,497	Valid
20	Item 20	0,602	0,497	Valid
21	Item 21	0,524	0,497	Valid
22	Item 22	0,785	0,497	Valid
23	Item 23	0,596	0,497	Valid
24	Item 24	0,643	0,497	Valid
25	Item 25	.a	0,497	Valid

Based on the table provided, it can be inferred that the instruments were deemed valid. Consequently, subsequent to assessing instrument validity, the

Ismi Fauziah Hanum, Febrina Rizky Agustina

researcher proceeded to calculate instrument reliability. Reliability testing was performed following an instrument tryout, and the test's reliability was determined according to the criteria defined by Cronbach Alpha as follows:

Tabel 6

No	Score	Criteria
1	*Alpha Cronbach score* 0.00-0.20	Less reliable
2	*Alpha Cronbach score* 0.21-0.40	Rather reliable
3	*Alpha Cronbach score* 0.41-0.60	Enough reliable
4	*Alpha Cronbach score* 0.61-0.80	Reliable
5	*Alpha Cronbach score* 0.81-1.00	Very reliable

Following the administration of students' tryout assessments, the researcher proceeded to perform a reliability test. The results of the reliability testing, computed using SPSS 26.0, are presented in the table below:

Tabel 7

Case Processing Summary

		%
Valid	16	100,0
Excluded[a]	0	,0
Total	16	100,0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
,927	25

As seen on the table above, the value is 0,927, based on the criteria of test reliability of Cronbach Alpha, the test was very reliable.

However, after measuring the instrument validity and reliability, the researcher analyze the data by usng the norrmality, homogeneity, and hypothesis testing.

In order to conduct normality testing, the researcher employed the Shapiro-Wilk test using IBM SPSS version 26.0, with the following criteria: if the normality test yielded a p-value greater than 0.05, it indicated that the data distribution was normal and H0 (null hypothesis) was accepted. Conversely, if the normality test produced a p-value less than 0.05, it indicated that the data were not normally distributed, leading to the rejection of H0.

Furthermore, in order to conduct homogeneity testing, the researcher employed the Levene test of variances using SPSS version 26.0, with the following criteria: when

the significance value (α) is greater than 0.050, the data can be considered homogeneous, whereas if the significance value (α) is less than 0.050, it cannot be deemed homogeneous.

The hypothesis in this research were:

H0: Students' who were taught using Jago Bahasa'a video on Instagram didn't achieve better score compared to those who were taught without it.

Ha: Students' who were taught using Jago Bahasa's video on Instagram achieve better score compared to those who were taught without it.

To analyze the hypothesis testing, the researcher formulated the assumption, and it was calculated by using Independent sample T-test by using IBM SPSS Statistic Version 26., as follows:

Alternative hypothesis (Ha): if < sig □ = 0.05 (5%), it means that the Ha was accepted and the Ho was rejected.

Null hypothesis: if > sig □ = 0.05 (5%), it means that the Ha was rejected and the Ho was accepted.

This study aimed to assess the efficacy of Jago Bahasa's Instagram videos in enhancing vocabulary acquisition among second-grade students at MAN I Jember. The research involved 26 students from MANPK 2, who were divided into experimental and control groups. Vocabulary assessments, including pre-tests and post-tests, were conducted to gauge students' vocabulary acquisition levels prior to and after the treatment. The experimental group received instruction through Jago Bahasa's Instagram videos, while the control group received conventional teaching methods. Subsequently, both groups underwent post-test evaluations, and data were analyzed using an Independent Sample T-test in IBM SPSS version 26.0.

This research revealed a significant difference in the post-test scores of the experimental group after utilizing Jago Bahasa's video compared to their scores before exposure to the video instruction. The findings indicated that students exhibited a heightened interest in vocabulary acquisition through video-based instruction. Furthermore, an analysis of the data presented earlier in the preceding section demonstrated score discrepancies between the experimental and control groups. The post-test mean score of the experimental group outperformed that of the control group, with the experimental group scoring an average of 93.23 and the control group averaging 89.23. According to Thombury (2002), vocabulary acquisition can be assessed through students' comprehension of vocabulary meanings, which encompass vocabulary synonyms, antonyms, and translations, as defined by Ur (1996). The results, as previously illustrated, were determined through pre-test and post-test evaluations, indicating that students improved their vocabulary acquisition using the instructional media provided by the researcher, Jago Bahasa's video. Furthermore, in line with Suparwoto (2022), it is emphasized that media can be leveraged to stimulate and facilitate students' expression of ideas and support literacy and writing skills among scholars.

Ismi Fauziah Hanum, Febrina Rizky Agustina

Hypothesis testing was conducted following an assessment of normality and homogeneity. The data from both the pre-test and post-test in both groups exhibited a normal distribution, as confirmed by the Shapiro-Wilk test using IBM SPSS version 26.0. Specifically, the normality testing revealed that the pre-test scores for the experimental and control groups were 0.069 and 0.306, respectively, while the post-test scores were 0.246 for the experimental group and 0.039 for the control group. Importantly, both the pre-test and post-test scores were greater than 0.05.

The homogeneity testing was performed using IBM SPSS version 26.0. The significance of the pre-test for both the experimental and control groups was found to be 0.286, indicating that the pre-test data in both groups was homogeneous as the significance level exceeded 0.05.

The data analysis using an independent sample t-test in the preceding section confirmed the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). As indicated in Chapter Two, the utilization of video as an educational tool enhances students' interest in learning English, providing an enjoyable way to acquire the language through video content. Consequently, it was demonstrated that students who received instruction through Jago Bahasa's Instagram videos achieved significantly higher scores in comparison to those who did not, signifying the effectiveness of Jago Bahasa's Instagram videos in enhancing vocabulary acquisition among second-grade students at MAN I Jember.
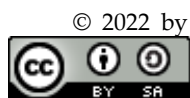
Conclusion

Based on the findings of this study, it can be deduced that students who were instructed using Jago Bahasa's Instagram videos exhibited a more substantial improvement in vocabulary acquisition compared to those who received instruction without it. Evident disparities in vocabulary acquisition between the experimental and control groups are reflected in the mean scores for each group. The experimental group achieved a mean score of 93.23, while the control group attained a mean score of 89.23. This implies that students who were exposed to Jago Bahasa's Instagram videos outperformed those taught through conventional methods in terms of vocabulary acquisition. In summary, Jago Bahasa's Instagram videos were found to be effective in enhancing vocabulary acquisition among second-grade students at MAN 1 Jember.

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