



## DEVELOPING E-DICTIONARY AS AN INNOVATIVE MEDIA IN COVID-19 PANDEMIC

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E-ISSN: 2621-9158  
P-ISSN: 2356-0401

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Submitted: 10 June 2021  
Approved: 17 September 2021  
Published: 28 December 2021

Citation:

Hamidah, F.N., Sukya, F., & Yanuarmawan, D (2021).  
Developing E-Dictionary as an Innovative Media in Covid-19 Pandemic. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(2), 247-259. Doi: 10.22219/celtic.v8i2.16602

### ABSTRACT

Developing e-dictionary as an innovative online learning media in Covid-19 pandemic is a smart option in learning. It was needed to use in teaching English both online and offline. This research aims at explaining the process of electronic dictionary which is produced as a teaching media to increase learning interest and English language skills in Quin Nabila Tutoring Institution during Covid-19 Pandemic. The subjects of this research were English tutors of Quin Nabila Kediri. This research conducted Research and Development. Moreover, Observation and interviews are the instruments of this research. Furthermore, The results of this research showed that developing E-dictionary gave contributions to teaching English, especially in the use of innovative media in the offline and online learning process during Covid-19 pandemic. This institution needed this dictionary in English teaching because the implication of e-dictionary could help the tutors when they taught their students. Therefore, the use of electronic dictionary was very useful and helpful for Quin Nabila tutoring institution in Covid-19 pandemic.

**Keywords:** *Covid-19 Pandemic; E-Dictionary Development; Innovative Learning Media*

### ABSTRAK

Pengembangan kamus elektronik sebagai media pembelajaran inovatif offline dan online di pandemi Covid-19 ini dilatarbelakangi oleh pentingnya pengembangan kamus. Itu diperlukan menggunakan kamus elektronik dalam pengajaran bahasa Inggris baik secara online maupun offline di LBB Quin Nabila sebagai media pembelajaran yang inovatif yang belum dimiliki berkaitan dengan kebutuhan pengajaran. Penelitian ini dimaksudkan untuk menjelaskan proses pembuatan kamus elektronik yang dihasilkan sebagai media pengajaran untuk meningkatkan minat belajar dan kemampuan bahasa Inggris siswa di LBB Quin Nabila di pandemi Covid-19. Subjek penelitian ini adalah para tutor bahasa Inggris di LBB Quin Nabila Kediri. Penelitian ini menggunakan jenis penelitian pengembangan. Observasi dan wawancara sebagai instrumen pengumpulan data. Hasil Penelitian ini menunjukkan bahwa penelitian ini memberikan kontribusi dalam pengajaran Bahasa Inggris terutama dalam penggunaan media yang inovatif dalam proses belajar secara offline maupun online di era pandemic Covid-19 sekarang ini. LBB ini benar-benar memerlukan kamus ini untuk melakukan proses belajar mengajar bahasa Inggris baik pembelajaran offline atau online. Implikasinya adalah Kamus elektronik ini dapat membantu tutor ketika mereka mengajar siswa mereka terutama dalam belajar keterampilan bahasa Inggris. Penggunaan kamus elektronik sangat berguna dan membantu untuk LBB Quin Nabila di Pandemi Covid-19.

**Kata Kunci:** *Media Pembelajaran Inovatif; Pandemi Covid-19; Pengembangan E-kamus*

## **INTRODUCTION**

English is taught to the students by the English tutors and it is one of the subjects which is given to students who attend and learn in Quin Nabila tutoring institution. The students who are studying English and practicing communicative speaking skill through learning vocabulary because vocabulary is the basis of learning a language. Moreover, it helps them to easily interact with others. Teaching and learning activities are communication processes between teachers and students in which the delivery learning material from teachers to students. To bring English into real life situations and to develop communicative competencies, there are several techniques used in communicative language teaching such as using dictionary. Kamal (2019) states that it is important to build word-rich environments in which to immerse learners through good model word learning strategies. It is proved that having learners look up words in dictionaries and write the definitions are not effective to increase student's vocabulary size.

The successful indicator of a learning can be seen when students are able to understand and respond to the given stimulus. However, the success does not encounter yet in language learning. It is based on students who have difficulties in understanding the characteristics of the language. The above difficulties can occur because of several factors; including teachers, families and social environments. Mukuan (2016) states that the level of successful students in learning can also be seen from the method or model applied by the teacher or educator in the classroom. From the factors of the teacher, the incompetence of a learning can be caused by the lack of teacher competence and the lack of media or learning aids. So the use of innovative and creative media is also expected to be able to stimulate learners to be more enthusiastic in the process of language learning (Yanti & Amalia, 2018).

Learning media is a tool which is used in the learning process. The goal of learning media is to spark discussion on digital media through technology and digital cultures in education. According to Suryani and Agung (2012), learning media are materials, tools, or techniques used in teaching and learning activities with the intention of the process of communication interaction between teachers and students appropriately and effectively. The learning media which is used in this learning process is very capable of influencing learning effectiveness. Besides, the primary purpose of learning media is to help students to achieve their learning objectives. Learning media is helpful specially to achieve the learning goal and it is directly involved in monitoring student learning. The learning process will be more effective if more effective learning media are used. Mateer et al. (2020) also state that using media engages students, aids students' retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Students' leaning media are affected by their personal motives. According to Alhatmi (2019), the learners' strategic preferences were largely affected by the features they liked for example free dictionaries, user friendly dictionaries and entertaining dictionaries. Hence, if they can access features more in learning, they will enjoy more the learning process. On the other hand, limitation of vocabulary media is one of the students' problems. They commonly access printed dictionaries which is difficult to read and heavy weight to bring. Another supporting tool is

needed to increase students' English capabilities. Development regarding this language dictionary must be application-based; it means that having a special coverage which is found by language learners every day such as vocabularies that can help them to learn. It is as a conservative step in preserving vocabulary.

Learning English language must have some skills, namely listening, writing, reading, and speaking. Ambarwati and Mandasari (2020) stated that five components are supported by language elements such as structure or grammar, vocabulary, pronunciation, fluency, and comprehension. The important elements of learning English are pronunciation and vocabulary, and it is a major core in studying a foreign language. According to Putri and Wahyuni (2019), English language skills generally are divided into two basic skills; receptive skills (listening and reading) and productive skills (speaking and writing). They also add that learners should learn English language basic skills and also the components such as grammar, pronunciation, and vocabulary. It means that there are two stages of skills that must be mastered in learning English, namely listening skill, speaking skill, reading skill and writing skill. The four skills are supported by supporting components namely vocabulary, pronunciation and grammar. Vocabulary and pronunciation are components that must be learned in order to master the listening skill, speaking skill and reading skills that will affect the ability to write through the grammar. Students' understanding of vocabulary is closely related to the ability of students to say vocabulary in English. Both components must be studied and understood simultaneously in order to achieve the expected skills properly.

The learners will have a difficulty in understanding meaning or in expressing their ideas without having a sufficient vocabulary. Understanding of vocabulary and pronunciation is very important because in the process of students' practice will always apply in daily activities related to English. Students will work on the exam questions which are related to vocabulary understanding. Besides, the students learn talking or communicating, understanding vocabulary and pronunciation are very important so there is no stuttering and miscommunication. Vocabulary and pronunciation are the main thing that is difficult to be learnt and understood by students of Quin Nabila institution. These difficulties will further make students less interested in learning English which is resulted in students' inability to understand, learn and communicate in English.

Covid-19 virus pandemic that occurs has an impact on various sectors, both the world of business and the education sector. Paudel (2020) emphasized that Covid-19 pandemic has forcefully shifted the mode of teaching and learning from only face to face to online. There are some obligations for social distances, using masks, hand washing and avoiding the crowd encourages teaching and learning processes in schools and tutoring began to switch from face-to-face learning to online learning. In addition, He also added that teachers and students interaction, student-to-student interactions and class dialogues in virtual learning environments create an opportunity for students to give and receive emotional support to one another, which is important for student to deal with the changes of learning situation and atmosphere during the Covid-19 pandemic. Korkmaz and Toraman (cited in Paudel, 2020) also revealed that most of the educators experienced some problems during their online learning practices. They expect

certain changes in the educational practices in the post Covid-19, and they think essential measurement must be taken in education against a potential outbreak in the future. However, there are still teacher guidance that do offline learning. Consequently, school management, teachers, students and parents are forced to be able to adjust to these conditions. They begin to realize the importance of digital literacy and electronic learning media, but the learning process still continue even though it was very heavy for school management, teachers, students and parents to do online learning.

The shift of teaching and learning to an online delivery mode obliged by covid-19 Pandemic has become an integral part of education system. However, the levels and methods of using them with the aim of achieving quality education are varied and depended upon on the various factors associated with Information and Communication Technology (ICT) policy and their practices in education even before the closure institution as preventive measure against Covid-19 pandemic. In this case, Paudel (2020) claims that in order to achieve positive results in incorporation of teaching technology, it is necessary to understand the types of interaction among the teachers, students and technologies. The use of ICT has brought a paradigm shift in the relationship between teachers and students. In order to integrated ICT in classroom teaching and learning successfully and effectively, teachers' perspectives on teaching, their ICT knowledge and skills, and their teaching methodologies play an influential role. It means that teacher promotes greater independence of learning. Teachers use ICT to change the way that they interact with the students. Besides, Paudel (2020) adds that the teachers' role in using ICT in language teaching should be for promoting learning outcomes of the learners. In this sense, teachers use ICT to enhance their personal work, professional development and for developing and creating new strategies, thinking, reflecting on practice and engaging the students in several meaningful activities and tasks for better learning outcomes.

This situation certainly encourages teachers and English tutors to be more creative and innovative in the provision of material and media needs which are related to English language learning that is suitable and easily accessible to students. Dore et al., (2019) state that digital media can be used effectively to promote educational aims, especially if media are constructed according to science of learning principles. Nowadays, many choices of digital media can be chosen by the teacher or tutor. But they also need electronic media which attaches to the teaching and learning process when it is needed like the electronic dictionary that makes it easier for them to learn online or offline. Amirian and Heshmatifar (2013) state that electronic dictionary is an electronic aid that offers direct access to the intended information and directly to the target information that the users want to find. The latest technological developments have changed the concept of dictionaries progressively. Electronic dictionaries can be found in several forms that include electronic dictionaries in the form of software that can be installed on tablets or computers, smartphone applications, website applications, and with default e-reader functions. Golonka et al. (2014) also state that e-dictionary helps students as an individual study tools considering that it is a self-contained program application. In fact, the wealth of information offered by this electronic dictionary creates an electronic dictionary as a reference tool that not only provides

information in various aspects of vocabulary knowledge but also as a device for language learning. Based on the previous study which was done by Amirian and Heshmatifar (2013), it was found out that electronic dictionaries are indeed a tool to promote EFL students' achievement in vocabulary learning. Its ease and fun to use feature were one of the main motivators for students to use e-dictionaries. Besides, Hartmann and James (cited in Ambarwati and Mandasari, 2020) stated that a dictionary or other reference work accessible over a computer network such as the internet. Students who are learning a language merely need to use their internet-connected devices to access online dictionaries. It signifies that an online dictionary can be a significant instrument for students in studying a foreign language to offer easiness and effectiveness to make students effortlessly when learning the English language learning. Therefore, one of the most crucial tools for learning a foreign language is a dictionary. Students who desire to learn a foreign language might utilize a variety of dictionaries. One of the tools that can be utilized to learn a foreign language is an online and electronic dictionary. The dictionary is one of the tools that could help students understand the ability to read. Learning would be very interesting if students could understand what students read and this happens when the dictionary played an important role as a means to facilitate students in learning.

As stated by Aminatun and Oktaviani (2019), the development of technology provides various learning strategies that are suitable to make students become independent learners. In the era with the rapid growing technology in Covid-19 pandemic era, it requires a light and flexible media resource to carry in order to make the learners independent, and the media can be used in online and offline learning. The use of laptops and also smartphones for learning resources for students is very helpful in the learning process. Thus, the idea of developing and utilizing technology in learning sources and teaching media in the form of English electronic dictionary application can add the choice of learning media in increasing the students' mastery of English vocabulary. Another reason for the selection of this media is based on the absence of learning sources and electronic media, especially e-dictionary about vocabulary in the teaching and learning process both offline and online in Covid-19 pandemic. Ambarwati and Mandasari (2020) also conducted their research by using descriptive qualitative research about the influence of online Cambridge dictionary toward students' pronunciation and vocabulary mastery, they found that the dictionary had effect to the students and could increase students' pronunciation and vocabulary.

This research is different from the other research on the type of the research. This research does not use descriptive qualitative research. Besides, Ibnu (2015) conducted her research about developing an electronic dictionary of elements and compounds in chemistry to improve the tenth graders' pronunciation, she designed the dictionary's model only for junior high school students. This research is conducted because it has different from the other research which is different from the target of the users. This e-dictionary is not only for junior high school level but also for all of learner levels who learn English. In addition, this e-dictionary has a difference thing from other electronic dictionaries because the form of this dictionary is not only a vocabulary translated

in English-Indonesia or Indonesia-English, but there are vocabulary categories stated in this e-dictionary.

## METHOD

This research used Research and Development design (R&D). The researchers designed and developed e-dictionary based on Borg and Gall' (2003) theory. The researchers utilized the database containing vocabulary in English and Indonesian also the word's category. Categories in vocabulary was displayed in e-dictionary. The tutor or instructor only used a dictionary in the form of books when teaching English in tutoring institution. Therefore, most likely they needed a dictionary in the form of application that could be used practically when the teaching and learning process in tutoring. The subjects of this research consisted of English tutors in Quin Nabila Tutoring Institution Kediri. The researchers involved 5 English tutors and students. Meanwhile, for expert judgment or validation, this research involved 1 material expert and 1 display design expert. The research was conducted at Quin Nabila Tutoring Institution Kediri on Jalan Totok Kerot No.03 South Pule RT.01 RW.01 Pule Kandat Kediri.

The data collection were taken from the observation and interview. The interview was conducted to the owner of Quin Nabila Tutoring Institution Kediri. In addition, the researchers used assessment rubrics to help experts provide assessment. The Validation instrument was a very important part of the development of research instruments. Besides, there were some steps in doing this research. The first step was to see the potential and problems which were owned by English tutors in Quin Nabila Tutoring Institution especially in English learning. Then, data collection was done. Product design and design validation were carried out at the next stage by the chairman and member of the researcher. After being validated by experts, the researchers revised design. Product trials were also carried out as consideration of the next step. If the testing had been satisfactory, the researchers would get the final product, namely e-language dictionary. The steps of developing e-dictionary was shown in Figure 1.

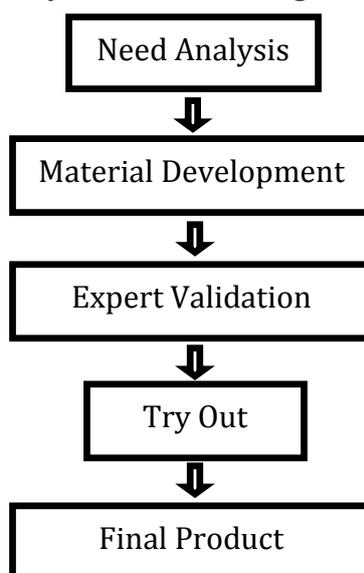


Figure 1. The steps to develop e-dictionary

## **FINDINGS**

The development of e-dictionary as the innovation media has been through the stages of Need Analysis, Material Development, Expert Validation, Try Out and Final Product. The results achieved at each stage were as follows:

### **Need Analysis**

The results of Need Analysis provided information about the needs were needed by tutors and students in Quin Nabila Teaching Guidance on teaching and learning process. The results of Need Analysis on the English tutors and the students reveal that students were still difficult to understand English vocabulary because the introduction of English vocabulary was carried out in a conventional way. It was translating new English vocabulary by opening a dictionary in the form of books that required long time enough. They needed fun and innovation learning media and students did not feel afraid to use English. In addition, students preferred to translate English in e-dictionary and they wanted to use interesting learning media because they felt relaxed and motivated. They also needed leaning media that could make the material was easier to be understood and remembered by students when Tutor explained.

### **Material Development**

In the stage of material development, the design of e-Dictionary initial design was carried out based on the tutors and students' need in Quin Nabila institution. In this stage, the product was produced in the form of learning media, namely the e-dictionary. E-dictionary was in the form of applications that were validated by media experts and material experts for assessments and given suggestions on the validation recapitulation sheet. Next, e-dictionary was revised then tried out or trials to the tutors and the students as users. The home performance was showed in Figure 2.



**Figure 2.** Home page of e-dictionary

Figure 2 shows the home page of e-language dictionary in smartphone. After the users clicked it, the performance would change as Figure 3.



Figure 3. The second home page

Figure 3 shows the second home page to give greeting to the users when they would like to use this e-dictionary while loading to the next page such Figure 4.



Figure 4. The third home page

The last was vocabulary performance after the users typed the words which they searched or translated the word. It appeared the word, the meaning of the word and the word category. It could be seen in Figure 5.



Figure 5. The result of searching word's performance

## Expert Validation

In the Expert Validation stage, validation was carried out by one design expert and one material expert. The quantitative score used this table conversion below:

**Table 1.** Expert validation score

No.	Category	Percentage
1.	Very decent	76% - 100%
2.	Decent	51% - 75%
3.	Decent enough	26% - 50%
4.	Not decent	0% -25%

The validation score result of design expert could be concluded that the percentage feasibility of 77.08% with a range of 76% -100% was very decent. They gave some suggestions that it was needed to give socialization to other tutoring institutions so they could have some benefits from this e-dictionary. The percentage could be seen from the recapitulation of technological expert validation table below:

**Table 2.** Design expert validation

Validator	The result score of each indicator			The percentage average of technological expert
	1	2	3	
Technological expert	81,25%	75%	75%	77,08%

The assessment result of the material expert could be concluded that the percentage of eligibility was 75% so the learning media was in the form of e-dictionary of English and Indonesian vocabulary and there were categories of its word type. This media was worthy to be used in teaching and learning process in tutoring institutions. It could be seen from this table:

**Table 3.** Material expert validation

Validator	The result score of each indicator		The percentage average of material expert
	1	2	
Material expert	68,75%	100%	75%

Meanwhile, the material experts suggested that it was needed to show that this e-dictionary had differences from other electronic dictionaries. It because this dictionary had specific features, namely Indonesian into English, English and Indonesian and each word had the explanation of its category.

## Try Out

In try out stage, the English tutors were asked to read the tutorial how to use e-dictionary. Then, the researchers asked the English tutors to practice based on the tutorial that they read. The results of the interview with the Director of Quin Nabila showed that this e-dictionary was very interesting, innovative, fun learning media whether online and offline learning especially in pandemic covid-19.

## Final Product

The end of the stage was final product. E-dictionary development could be used by the tutors and the students in Quin Nabila Kediri. Moreover, the Director of Quin Nabila gave some positive responds in developing this e-dictionary. Therefore,

e-dictionary had been developed and created based on the researchers' planning. The name of dictionary was e-language dictionary.

## DISCUSSION

Educational technology was very needed in Covid-19 pandemic. One of the ways to progress it was developing e-dictionary as an innovative learning media in online and offline learning because it was included educational technology development especially in English teaching learning process. According to Hanum and Suprayekti (2019), educational technology as a scientific discipline contributes to facilitating learning problem solving and can be applied in non-formal education as part of public education. Mandasari (cited Ambarwati and Mandasari, 2020) also stated that utilizing technology in language learning can help students improve their academic performance and help them to focus on the material although it discusses abstract things. E-dictionary which was created by the researchers could facilitate English teaching and learning process in non-formal education, it was Quin Nabila tutoring institution Kediri. Besides, the development of e-dictionary was suitable with the learning technology's purpose. On e-dictionary media design stage developed based on the analysis of student needs in the English language learning process and it could increase student's performance in English learning.

E-dictionary could be used as a mediator of online and offline learning in Covid-19 pandemic especially in Quin Nabila tutoring institution between the English tutors and the students who did English teaching and learning process. Quin Nabila tutoring institution could have innovative media in the English learning activities. Besides, this electronic dictionary could be as a learning source in English teaching and learning process. The English tutors and the students only opened the application in their mobile phone when they searched the word translation and words category. The learners of Quin Nabila tutoring institution could use the electronic dictionary when they learned English independently. It was related to the theory of Smaldino et al. (2012), media is a mediator or everything which brings all of information from the sources to the learners in order to make communication and study easier.

Moreover, Amirian and Heshmatifar (2013) stated that e-dictionary is an electronic assistance tool that offers direct access to the intended information and directly to the target information you want to find. It could be seen that e-dictionary which was created by the researchers could be as an assistance tool or media when the students and the tutors needed to translate the vocabulary in their teaching and learning process whether online or offline learning activities. In addition, they could know the words categories based on their searching by using this electronic dictionary. They could search the word translation and the word categories directly by using their mobile phone. It could be easier and practice in their English learning. So the electronic dictionary was very useful and helpful for them when they were learning English vocabulary or other English skills in Quin Nabila tutoring institution.

Other researches which were done by Derakhsan and Khatir (2015) about the effect of using game in English vocabulary learning. It showed that the comparison between leaning motivation by using game media and visual media.

They also added that learning media was one of external factor in learning motivation. Sudiran and Prasetyowati (2017) also found that media was very useful for English for young learners based on the students' response. Besides, another research by Alizadeh (2016) about Vocabulary teaching techniques, he stated that English vocabulary could be learned by the students because they needed fun situation in English practice when they learn English vocabulary. Those previous researches had similarity and comparison to this research. The similarities were those researches showed that learning media was very useful for the students in English learning and the comparisons were those researches used learning media by using Game and practice in English learning but this research developed learning media by creating e-dictionary to help the tutors and the students of Quin Nabila tutoring institution in English learning whether it was done in offline or online learning during Covid-19 pandemic. The learning media namely e-dictionary was helpful for Quin Nabila tutoring institution in Kediri. They could use this facility when they learned English. They were not only searched the translation of the word but also, they could find the categories of the words which they searched in that e-dictionary.

## CONCLUSION

E-dictionary could be used for tutors as learning media when they taught the students. In addition, students could use it as an independent learning source in online and offline learning in Covid-19 pandemic. It could be used in English teaching learning process so it was very useful especially for Quin Nabila tutoring institution in Kediri. Moreover, e-dictionary could be used widely as learning media, not limited to the tutoring institution environment.

Furthermore, e-dictionary development needed to continue development of vocabulary content amount so the product of the vocabulary in e-dictionary was a more complete supporting media learning media. It also needed to develop and to echo product design so it could be more attractive and accommodate all students' learning characteristics.

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