

Challenging teenagers to explore the Total Physical Response Storytelling (TPRS) method in English speaking

Dewi Permata Sari¹, Taranindya Zulhi Amalia²

^{1,2} English Education Department, Faculty of Tarbiyah, IAIN Kudus, Indonesia

Contact: Dewi Permata Sari ✉ permatadewi320@gmail.com
Taranindya Zulhi Amalia ms.starzu@iainkudus.ac.id

How to cite:

Sari, D. P. & Amalia, T. Z. (2023). Challenging teenagers to explore the Total Physical Response Storytelling (TPRS) method in English speaking. In *Proceedings of The International Conference on English Teaching and Learning Issues (3rd ICETLI 2023)* (pp.129-140).
<http://dx.doi.org/10.21043/icetli.v2i1.759>

ABSTRACT

Teaching and learning English as a foreign language, conducted by educators in rural areas of Indonesia, is challenging. Therefore, they need to use fun teaching methods to improve student English skills. Teenagers in their first year of high school require more speaking skills. The present study explores the challenges teachers and students faced and the solutions taken to the exploration of the TPRS method in English for seven graders in a rural school in Kudus, Central Java, Indonesia. This employs a qualitative-descriptive approach. While the data collection was conducted through classroom observations, interviews, and documentation. The results revealed that various challenges emerged for students as well as teachers. The students need more English proficiency, the teacher has difficulty in effectively managing the classroom environment, and the individual teen learner needs more confidence in English speaking. Efforts made by the teacher to overcome the challenges faced include providing feedback to motivate students, more in-depth directions for developing students' speaking skills, and applying appropriate English learning methods. This study implies that educators, especially those who teach teen students in rural areas, should better apply fun English teaching methods and increase the students' learning motivations.

KEYWORDS:

Teaching method;
Teenagers;
TPRS;
English Speaking

INTRODUCTION

English as a foreign language is taught in Indonesia at every level of education, from young learners to teenagers to adult learners, so English has an essential position in education in Indonesia (Alfarisy, 2021). English as a foreign language taught in Indonesia has experienced many challenges for teachers and students in learning it, so achieving the level of proficiency has yet to be achieved perfectly. Moreover, people who are not native English speakers

experience various challenges, such as difficulty pronouncing English words, understanding English grammar, and translating the meaning of English words (Hansen-Thomas et al., 2016).

Teaching and learning English as a foreign language in Indonesia, especially in rural areas, there must be an effective teaching and learning technique. That is because many students need help to learn English, particularly in rural Indonesia. Many students in rural areas have challenges in learning English as a foreign language, as many students need more competency in English skills, so teachers are required to teach students in basic terms (Febriana et al., 2018). Students also need help with English speaking skills, including a lack of mastery of English vocabulary, pronunciation of English words, grammatical understanding, and fluency. Apart from that, many students show anxiety when speaking English (Candraloka & Rosdiana, 2019).

One of the efforts teachers can make to overcome the various challenges faced in teaching English as a foreign language is to use effective teaching methods (Zaini, 2017). One method that can be used in teaching English is the Total Physical Response Storytelling (TPRS) method. The Total Physical Response Storytelling (TPRS) method is a language teaching method that adopts the TPR method by James Asher, namely language teaching that involves body movement, which is then collaborated with stories (Lichtman, 2015). Blain Ray created the Total Physical Response Storytelling (TPRS) approach by integrating the TPR method with stories so that students can better understand and master English skills when using it (Numpaque & Rojas, 2010). There are seven steps in applying TPRS method including introducing vocabulary, giving commands and gesture related the vocabulary, personalizing mini story, retell the story by teacher, retell the story with funny style by students, retell the story with another perspective by teacher, and retell the story in another perspective by students (Numpaque & Rojas, 2010).

The TPRS approach has numerous advantages. The first advantage is that the TPRS method facilitates students' rapid retention of newly acquired language. Second, the engagement of students in learning activities is enhanced. Third, it leads to increased enthusiasm. The narrative is characterized by its straightforwardness and employs a language style that facilitates comprehension and retention of the instructional content. Fourth, utilizing the TPRS method facilitates enhancing students' English language skills by emphasizing correctness in a more pleasurable and engaging manner. Fifth, in the context of storytelling exercises, incorporating diverse jokes enhances the enjoyment experienced by pupils. Sixth, the offered content is designed to establish a connection with students' everyday experiences, facilitating their comprehension and assimilation of the topic being taught. The TPRS approach also presents several disadvantages, including the fact that coordinating pupils throughout the implementation of TPRS exercises necessitates a certain amount of time; the process involves the development of diverse materials and planning activities for teaching and learning purposes. Maintaining a favorable atmosphere during the activity presents challenges. The application of specific regulations can inadvertently lead to misunderstandings (Davidheiser, 2002).

Several previous researchers have carried out studies on implementing the TPRS method. Russia and Nuraeningsih (2016) have reviewed the implementation of the TPRS method as beneficial for young English learners in improving vocabulary. Silaban (2022) has shown that using the TPRS method for non-major English adult learners can improve students' speaking abilities. Apart from that, Faizuna (2020) shows that using the TPRS method can improve reading skills in teen learners. According to several studies that have been conducted,

the use of the TPRS method shows positive results in increasing English language skills in young learners, teen learners, and adult learners.

In contrast to research that has been conducted previously, which investigated the effectiveness of TPRS in improving vocabulary for young learners, the effectiveness of TPRS in improving speaking abilities in adult learners, and the effectiveness of TPRS in improving reading skills in teen learners, this research will explore the challenges and solutions—faced by teenagers and the teacher on English speaking.

This research must be conducted because teenagers in rural Kudus need more motivation to learn English as a foreign language. Besides, many teenagers need to gain English language experience as young learners, so their English language skills are minimal. In learning English as a foreign language, teenagers in rural Kudus, Indonesia, experience various difficulties, such as difficulty remembering English vocabulary, pronouncing English vocabulary, understanding grammatical structure, and interpreting English sentences. Therefore, an influential English learning method is needed, one of which is the TPRS method. In studying English as a foreign language, the TPRS method shows a positive response to students, including improving students' speaking performance and creating a pleasant learning atmosphere (Muzammil & Andy, 2017). Using the TPRS method can also effectively develop students' abilities to understand grammatical structures and increase students' vocabulary by using a story (Asmali, 2019). Therefore, in this research, researchers must discover the challenges and solutions in implementing the TPRS method in English-speaking.

In this study, researchers will investigate how to implement the TPRS method in seventh graders of Islamic junior high schools in rural Kudus, Central Java, Indonesia, and explores the challenges teachers and students faced and the solutions taken to the exploration of the TPRS method in English for seven graders in a rural school in Kudus, Central Java, Indonesia.

METHOD

The qualitative descriptive method was employed in this study. A descriptive qualitative method was used to analyze the implementation of the TPRS method in grade 7 at one of the Islamic junior high schools/MTs in Kudus, Central Java, Indonesia. Qualitative descriptive is also used to analyze the challenges faced in implementing the TPRS method during speaking classes and solutions to overcome the challenges faced. The population taken in this study were seventh graders at one of the Islamic junior high schools/MTs in Kudus, Central Java, Indonesia, which consisted of 10 students. The writer takes research in the seventh grade of Islamic junior high school because they are included as teen learners where studying English as a foreign language has various challenges and are required to learn English. Researchers used observation, interviews, and documentation to collect data in this research. Observations are used to explore how to implement the TPRS method in speaking classes and investigate the challenges and solutions faced. After that, the researcher conducted interviews with the English teacher and several students to dig deeper into the data, and the researcher carried out documentation to collect further data.

RESULT AND DISCUSSION

The Process of the Implementation English Speaking Using the Total Physical Response Storytelling (TPRS) Method

Based on the results of observations, interviews, and documentation, there are several stages of TPRS according to the seven steps (Numpaque & Rojas, 2010) carried out by the teacher that refers to the use of the 2013 curriculum included in planning, practice, and evaluation.

a. Planning

This stage is the preparation stage, where the teacher prepares all kinds of teaching needs to create systematic learning activities. The teacher prepared lesson plans, learning materials, and learning media at this stage. The teacher said that in the planning stage, the teacher prepared a lesson plan before learning activities with the aim that the teacher has a reference in carrying out learning activities. Afterward, the teacher prepared learning materials, such as texts describing Islamic buildings. Based on the observation, the researcher found that the teacher also prepared learning media such as pictures and worksheets. The teacher revealed that creating lesson plans was necessary because the lesson plans are a reference in carrying out learning activities so that systematic learning activities are created.

b. Practice

In learning practice, the teacher carried out several stages, including opening, core, and closing activities. In learning practice, the teacher carried out several stages, including opening, core, and closing activities.

In opening activities, the teacher gives an opening greeting, saying 'Assalamualaikum warokhmatullahi wabarokatuh' and continues praying together. After that, the teacher checked the student attendance list. Then, proceed with introducing learning materials. Based on the interview results, some students stated that the teacher carried out several activities in the opening activities, including greeting, checking the attendance list, conveying the learning objectives, and introducing some vocabulary.

There are two kinds of TPRS steps found by the researcher in opening activity, namely introducing vocabularies and giving commands and gestures that included in the first and second stages of TPRS. At the first stage, the teacher introduced vocabulary by writing on the board the vocabulary founded in the text that will be used. Then the students took a note about the vocabulary. The teacher revealed:

"In the opening activities, I provide an introduction to vocabulary so that students first understand the meaning of some of the vocabulary in the text so that later, it will be easier for them to understand the content of the text used." After that, the teacher conducted the first stages of TPRS, namely, introducing vocabulary. At this stage, the teacher introduced vocabulary by writing on the board the vocabulary in the text that will be used. The students have a note about the vocabulary.



Figure 1. First Stage of TPRS: Introducing Vocabularies

The second stage of TPRS carried out by the teacher was giving commands or gestures. After writing the vocabulary on the blackboard, the teacher made a gesture when pronouncing the vocabulary. In this stage, the students guessed the word's meaning when the teacher interpreted the vocabulary. After that, the teacher and students continued translating the vocabulary using gestures and pronouncing it together. Some students revealed:

"... the teacher writes English words on the blackboard, then interprets them using gestures and then says them together."



Figure 2. Second Stage of TPRS: Giving Commands and Gestures

After the opening activity, the teacher conducted the core activity by implementing four stages of the TPRS method classified third, fourth, sixth, and seventh stages of TPRS method, namely personalizing mini-story, retelling the story by the teacher, retelling the story with another perspective by the teacher, and retelling the story with another perspective by students. In core activities, the teacher carried out four stages of TPRS, including the personalizing mini story, the storytelling by teacher, the teacher retells the story with another perspective, and students retell the story with another perspective. Third stages of TPRS in the core activities carried out by the teacher was personalizing mini story. Based on the observation that had been done, in the personalizing mini story stage, the teacher showed the picture related to the text that will be discussed, namely descriptive text about Menara Kudus. Then, the teacher provides an overview of the points discussed in the material. The teacher said that when providing material points to be studied at the personalizing mini-story stage, the teacher used the students' first language to make it easier for them to understand what the teacher was saying.



Figure 3. Third Stage of TPRS: Personalizing mini story

The fourth stages of TPRS carried out by the teacher was retelling the story. At this stage, the teacher tells the text using gestures while walking around. In this activity, the teacher and students translate the text into Bahasa to make the students easier to understand the text.



Figure 4. Fourth Stage of TPRS: Retelling the story by teacher

In the sixth stage, the teacher retold the story from a different point of view. The teacher supplied an additional explanation about the text that was told based on the item described in the material being taught at this stage. At this point, the teacher explained in hazy terms. The teacher would sometimes utilize the students' first language to make it easier for them to understand.



Figure 5. Sixth Stage of TPRS: Retelling the story with another perspective by teacher

The seventh stage was retelling the story from another perspective by students. At this stage, the teacher asked students to become volunteers in retelling the story that the teacher had done. In retelling the story from another perspective by the student, the teacher guided students by accompanying them to compose sentences that would be presented in front of the class. The teacher said that in retelling the story from another perspective activity, the teacher guides students in making sentences or paragraphs by writing down points in the

text the teacher has read and arranged them into a paragraph. After that, the students who volunteered retold the story in front of the class with gestures.



Figure 6. Seventh Stage of TPRS: Retelling the story with another perspective by student

In closing activities, the teacher and students ended the learning that day. After that, the teacher closed the study by saying, "Hamdallah" and Salam, to which the students responded.

c. Evaluation

At this stage, the teacher performs an assessment using formative as a learning type. At this stage, the teacher observes how students can understand the learning material. Apart from that, the teacher also provides an exercise related to the text and material being taught.

In implementing TPRS, there are several steps in the TPRS method, which can be seen in the following table. The following paragraphs are indented to 0.75cm for the first line.

Table 1. The seven steps of TPRS (Numpaque & Rojas, 2010).

Step 1	Introducing vocabulary	Available in opening activities	The teacher introduces vocabulary related to the text that will be used by writing several vocabularies on the board.
Step 2	Giving commands and gesture	Available in opening activities	The teacher translates the vocabulary with gestures; the students guess the meaning of the words being demonstrated, and then the teacher asks the students to pronounce the vocabulary together correctly.
Step 3	Personalizing mini stori	Available in core activities	The teacher provides clues regarding the text that will be used.
Step 4	Retelling the story by teacher	Available in core activities	The teacher does storytelling in the form of a circle.
Step 5	Retelling the story by the student	Not found both in opening activities or core activities	The teacher asks students, as volunteers, to retell the story in an exciting style

Step 6	Retelling the story with another perspective by teacher	Available in core activities	The teacher retells the story from a different perspective, such as the teacher's opinion regarding the text, the characters in the text, or changing the subject or tense.
Step 7	Retelling the story with another perspectives by students	Available in core activities	Students retell the story according to their perspective.

Based on the explanation above, there are six steps implemented in English speaking in class 7, including The first step is introducing vocabulary; the second is giving commands and gestures; the third is personalizing the mini story; the fourth is retelling the story by the teacher; the fifth is retelling the story from another perspective by the teacher, and the sixth is retelling the story from another perspective by students. Research conducted by Asmali (2019) also implemented several TPRS steps, namely the first, establishing the meaning, which concerns introducing vocabulary and personalizing mini stories; the second, asking about the story, including retelling the story by the teacher; and the third, namely reading, involving retelling the story by the students. Research conducted by Muzammil and Andy (2017) applies several TPRS steps, including the first step, establishing the meaning, which includes introducing the vocabulary, giving gestures, and personalizing the mini-story; the second step, namely telling a class story, which includes retelling the story by the teacher. The third step, namely reading the story, includes retelling the story from another perspective by students.

The Challenges and Solution in Implementing Total Physical Response Storytelling in English Speaking

Based on the observation, interviews, and documentation, several challenges and solutions are encountered by teachers and students in implementing the TPRS method in English Speaking.

The teenagers' low proficiency in fundamental English skills

The teacher encountered a significant challenges due to teen-learner limited proficiency in foundational English skills. The challenges that teenagers face in accurately comprehending and articulating the intended definitions of language, as conveyed by the teacher's gestures and pronunciation, are evident. In addition, teachers require assistance in translating the material employed by the teacher. The teacher said:

“When faced with a challenge such as introducing vocabulary, I have employed the use of gestures that correspond to the word being demonstrated. However, despite these efforts, students may still encounter difficulties in accurately guessing the word and comprehending its meaning. Consequently, I am compelled to reconsider my approach in order to facilitate their understanding, particularly when dealing with words that are inherently challenging to convey through physical movement...”

Additionally, the findings from the interview conducted with one of the teen learners indicate that she has challenges independently comprehending the intended significance conveyed by the teacher. According to KAK students, there are instances where they encounter difficulties when attempting to interpret texts independently.

The teacher interview findings revealed that students' difficulties are influenced by their prior learning experiences during their primary education. The teacher expounded upon the notion that some teenagers struggle with comprehending English subjects while others are just exposed to rudimentary English instruction.

Due to the absence of English instruction for numerous primary school pupils, many teenagers possessed only rudimentary language knowledge. Consequently, their comprehension of English learning remained basic, as seen by their limited vocabulary. Particularly when individuals have difficulties, such as pronunciation, they necessitate individualized guidance delivered at a gradual pace. This is also in line with the discovery of challenges in implementing TPRS by Silaban (2022). The students have challenges in verbal communication in English, so they require intensive guidance from educators (Silaban, 2022).

To overcome difficulties encountered in the classroom, teachers implement additional explanations in students' mother tongue, facilitating understanding of learning content. Davidheiser (2002) explains that the language used in the TPRS method is simple and easy for students to understand. Apart from that, the TPRS method more often involves students in steps such as introducing vocabulary and retelling the story, where the teacher also translates the English text into the student's first language (Asmali, 2019). Therefore, to overcome this problem, teachers help students interpret the content being studied.

Difficulty in effectively managing classroom environment.

Based on the conducted observations, it was determined that a significant number of students exhibited a lack of focus and attentiveness during the learning process. The engagement of students in various activities during the learning process, such as engaging in conversations with their peers and exhibiting signs of fatigue through napping, can be observed. Furthermore, certain pupils engaged in solitary play, thereby causing disruption to their peers. Teacher S stated that:

"It might be challenging to direct one's attention towards the youngsters, as certain children have a tendency to engage in behaviors of their own volition, thereby rendering the process of conditioning them considerably arduous."

Based on the findings obtained from the interviews conducted with the students, it was observed that a subset of the student population experienced feelings of boredom and drowsiness during storytelling sessions facilitated by the teacher. According to KAK students, the instructional approach might be perceived as tedious and repetitive, characterized by limited physical movements and minimal student engagement. Consequently, the lack of interactive elements may result in a somnolent atmosphere, akin to narrating a tale to an inattentive peer. This finding is also by a study conducted by Nugraha (2021), exploring one of the challenges found in implementing TPRS in teaching speaking skills: students felt uninterested and bored when the teacher gave storytelling (Nugraha, 2021). Other research also found that one of the challenges in implementing TPRS in teaching speaking was, during teaching sessions, it was observed that some students needed more enthusiasm and involvement in the subject matter being taught (Silaban, 2022).



Figure 7. Difficulty in controlling class condition

In dealing with uncondusive class conditions, the teacher reprimanded students who made noise and gave some jokes so students did not feel bored and sleepy. To overcome this problem, educators encourage and humor students to foster a positive and engaging classroom environment (Silaban, 2022). Moreover, using jokes is one of the advantages of TPRS, which aims to make students more enthusiastic about participating in learning and creating a fun atmosphere (Davidheiser, 2002).

The individual teen learner needs more confidence in English speaking.

Based on the conducted observations, the pupils experienced a lack of confidence when prompted by the teacher to recount the narrative. A significant number of students had feelings of shyness while performing gestures to recount the narrative in a public setting. The students' diminished self-assurance impacted their ability to articulate and enunciate words accurately. According to Teacher S, recounting stories remains challenging for students in Grade 7. In employing the TPRS (Total Physical Response Storytelling) method, students retell the text and then retell it from a different viewpoint, thereby encountering ongoing challenges in the process.

To address the issue of low self-confidence among students, the teacher provided personalized guidance and support to teenagers, particularly during storytelling activities conducted in front of the entire class. The teacher provided guidance to the students in the pronunciation of English terminology and offered corrections when errors in pronunciation were made.

“...when individuals have challenges in recounting the information, I employ a gradual and individualized approach to assist them, fostering their development in oral communication skills. In the event of an incorrect pronunciation, I will provide guidance and assistance. When discussing gesture expression, it can be challenging to provide a clear rationale for demonstrating examples of expressions or movements. Regardless of the circumstances, they continue to exhibit the same behavior.”



Figure 8. The students less confident in English speaking

In research conducted by Cimen & Cesme (2022), it was found that there were negative feelings from the participants about the lessons with the TPRS method. The findings showed that students felt anxious in speaking, which made students afraid of making mistakes when retelling the story and felt embarrassed when retelling the story (CİMEN & ÇEŞME, 2022). In research conducted by Namkatu (2017), they found the same problem: when implementing the TPRS method, students felt nervous, so they were afraid of making mistakes in pronunciation and grammar, thereby affecting fluency in speaking (Namkatu, 2017). Research conducted by Mena (2022), which explored the TPRS method on English speaking proficiency, indicated that 23.8% of participants felt embarrassed when participating in TPRS activities. Apart from that, as many as 20.4% of participants experienced difficulties in speaking activities using the TPRS method (Mena, 2022). That is also in line with the findings of this research that one of the challenges students face is the anxiety factor in speaking.

CONCLUSION

From the data analysis, it can be concluded that in the implementation of TPRS in this study, six stages out of the seven stages of TPRS were implemented, including introducing vocabulary, giving commands and gestures, personalizing mini-stories, retelling the story by the teacher, retelling the story with another perspective by the teacher, and retelling the story with another perspective by students. Moreover, there are three challenges and solutions faced by teenagers and teachers when implementing the TPRS method in English-speaking classes. The first challenge is the teenager's low proficiency in fundamental English skills, so the teacher is required to guide the students one by one, and the teacher combines it with language when explaining the material using English; the second challenge is difficulty in effectively managing the classroom environment. To overcome the challenges, the teacher applies punishment and provides jokes to control class conditions. The third challenge is that the teen learner needs more confidence in speaking English. The solution taken by the teacher is to provide personal support and guide students in English pronunciation.

REFERENCES

- Alfarisy, F. (2021). KEBIJAKAN PEMBELAJARAN BAHASA INGGRIS DI INDONESIA DALAM PERSPEKTIF PEMBENTUKAN WARGA DUNIA DENGAN KOMPETENSI ANTARBUDAYA. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 303–313.
- Asmali, M. (2019). How effective is TPRS for adult EFL learners with limited English proficiency? *Focus on ELT Journal*, 1(1). <https://doi.org/10.14744/felt.2019.00005>
- Candraloka, O. R., & Rosdiana, A. (2019). Investigating Problems and Difficulties of Speaking That Encounter English Language Speaking Students of Junior High School. *Journal of English Language and Education*, 5(2), 130–135.
- CİMEN, B. A., & ÇEŞME, H. (2022). THE IMPACT OF TOTAL-PHYSICAL-RESPONSE STORYTELLING ON EFL LEARNERS' SPEAKING ANXIETY AND SELF-ASSESSED SPEAKING SKILLS. *International Journal of Language Academy*, 10(2), 232–247. <https://doi.org/10.29228/ijla.62630>
- Davidheiser, J. (2002). Teaching German with TPRS (Total Physical Response Storytelling). *Die Unterrichtspraxis / Teaching German*, 35(1), 25–35. <https://doi.org/10.2307/3531952>

- Febriana, M., Nurkamto, J., Rochsantiningsih, D., & Muhtia, A. (2018). Teaching in Rural Indonesian Schools: Teachers' Challenges. *International Journal of Multicultural and Multireligious Understanding*, 5(5), 11–20. <https://doi.org/10.22437/ijolte.v2i2.5002>
- Hansen-Thomas, H., Grosso Richins, L., Kakkar, K., & Okeyo, C. (2016). I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs with English-language learners. *Professional Development in Education*, 42(2), 308–324. <https://doi.org/10.1080/19415257.2014.973528>
- Lichtman, K. (2015). Research on TPR storytelling. In B. Ray & C. Seely (Eds.), *Fluency Through TPR Storytelling 7* (pp. 364–379).
- Mena, A. D. A. (2022). THE INFLUENCE OF THE TPRS METHOD ON THE SPEAKING FLUENCY OF ENGLISH LANGUAGE LEARNERS. UNIVERSIDAD DE GUAYAQUIL FACULTAD.
- Muzammil, L., & Andy. (2017). TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) AS A TECHNIQUE TO FOSTER STUDENTS' SPEAKING SKILL. *Jeels*, 4(1), 19–36.
- Namkatu, N. U. (2017). Teaching proficiency through reading and storytelling: a method to improve students' speaking ability (class a of access microscholarship program batch 5 ambon). *Advances in Social Science, Education, and Humanities Research*, 145(Iconelt 2017), 175–179. <https://doi.org/10.2991/iconelt-17.2018.39>
- Nugraha, M. A. (2021). THE EFFECT OF TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) METHOD ON TEACHING SPEAKING SKILL. *Journal of English Pedagogy and Applied Linguistics*, 2(1), 42–54.
- Numpaque, N. R., & Rojas, A. (2010). TPR-STORYTELLING A key to speak fluently in english Contar historias a través del método. *Cuadernos de Lingüística ...*, 15, 151–162.
- Silaban, R. (2022). THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE STORYTELLING IN TEACHING SPEAKING FOR MID WIFE STUDY PROGRAM UNIVERSITY AUDI INDONESIA ACADEMIC YEAR 2021/2022. *SKYLANDSEA PROFESIONAL Jurnal Ekonomi, Bisnis Dan Teknologi*, 2(1), 69–77.
- Zaini, H. (2017). TEORI PEMBELAJARAN BAHASA DAN IMPLEMENTASI STRATEGI PEMBELAJARAN AKTIF. *Jurnal An-Nabighoh*, 19(02), 194–212.