

The Implementation of Paper Mobile Phone Media on Describing People Physical Appearance to Enhance Students' Speaking Skill

Farah Amaliyah Yuwono¹, Dian Rahma Santoso²

Universitas Muhammadiyah Sidoarjo, Indonesia

¹ farahamaliyah21@gmail.com, ² dianrahma24@umsida.ac.id

Abstract

This study discussed the implementation of using Paper Mobile Phone Media to enhance English speaking skills for 8 grade students at SMPN 1 Wonoayu, Sidoarjo. To engage the key challenges such as lack of parental motivation, difficulties in pronunciation, and limited vocabulary retention, this research employed a pre-experimental design with pre- and post- tests. The results indicated significant improvements in students' speaking abilities, particularly in pronunciation and vocabulary usage, following two targeted treatments focused on descriptive text related to physical appearance. The ending results showed that there was significant difference between pre- and post- tests. The median score for the pre-test was more than half of students' amount who got the minimum of total score, but if looked from scores of aspects assessment in this pre-test still much students who got scores below the maximum of aspects assessments' score. Meanwhile, the median score for the post-test was surely more than half of students' amount who got the targets minimum of total score, it can looked from scores of aspects assessment in this post-test had many students also got scores better than pre-test before.

Keywords: Pronunciation; Vocabulary; Speaking Skill

INTRODUCTION

Learning media in general is a tool for learning that contains material from the learning topic to be taught with the uniqueness of each design from several types of media that already exist or do not yet exist. In contrast, the treatment implemented for the control group was characterized by the traditional pedagogical approach. The educator employed textbooks, papers, and printed materials throughout the treatment (Yowaboot, 2022). In this study, the media called 'paper flashcards' was modified into 'paper mobile phone media'. The definition of paper flashcards, media from paper that had a fast way of application during learning and if the definition of this paper mobile phone, media from paper that is applied slowly and like open a dictionary. The characteristics of paper flashcards that was there only pictures and vocabulary writing which sometimes rarely had translations in Indonesian and generally only contain vocabulary in English, while in this paper mobile phone was there pictures, vocabulary writing and sentences which in accordance with the learning material and contained translations in Indonesian as well as in English at the beginning of the writing. The uniqueness of paper flashcards can be taken from the way they are applied quickly but not all students in the class necessarily understand the vocabulary because in general the way of applying flashcards had varying speed stages when learning, if on this paper mobile phone it can be interpreted that the

application method made slowly and adjust the level of understanding of the students because not all students had the same level of understanding in remembering vocabulary with varying speed levels. To use this paper flashcard, the traditional pedagogical approach designated for the control group encompassed a traditional methodology that utilized educational resources such as English language textbooks, notebooks, and printed materials. This method predominantly relied on the educators' direct teaching, thereby rendering it teacher-centered for the majority of the instructional time (Yowaboot, 2022). If in this paper mobile phone used a direct approach method to students by practicing how to pronounce the correct vocabulary and how to make correct sentences in groups and simultaneously the whole class follows, the context of vocabulary and sentences adjusts to the learning material taught, namely describing people physical appearance in English. Many of students surely had strength and weakness to study nor speak English with each other. Considering students' problem at SMPN 1 Wonoayu had first lack on motivation from parents to students, parents who did not enough provide motivation to their children at home or wherever the child were. According to this theoretical framework, motivation is classified into two dimensions: intrinsic motivation and extrinsic motivation (Alejandro Silva Cortes, 2017). The motivation given by parents to their children did not have to in the form of coercion or gave targets that were excessive for the child. The burden motivations could make the childs to increasingly lose love and they would also become less developed. Intrinsic motivation served as a significant determinant when associated with physical activity in the realm of physical education. Activities perceived as "enjoyable" and tasks identified as "fun" were frequently associated with enhanced skills, personal achievement, pleasure, and overall satisfaction (M.R. Bice, 2015).

So the motivation given to children that parents only need to give words and support that developed their childs' level of enthusiasm, for example parents gave an item of appreciation that their child liked, it did not have to be an expensive item, but just something that essentially made the child happy and they became enthusiastic more. Individuals exhibited a greater propensity to show engagement in a particular behavior when they got enjoyment from that behavior (intrinsically motivated) (M.R. Bice, 2015). The children could get motivation from their parents, from here they also thought that their parents still care and love about what the child targeted, especially they were been a student at school. Intrinsic motivation was intrinsically linked to an individual's personal emotional state, independent of external influences. These emotional stated might manifest as comfort, satisfaction, pleasure, joy, and a general sense of interest (Lutfi Nur, 2018).

Second of lack, had difficulty at pronunciation in English would hinder students' speaking ability at conversation in English. Students definitely got lessons or material about "pronunciation" in English subjects at school at every level. In this context, numerous Indonesian learners encounter challenges related to pronunciation, particularly among Junior High School students who were novices in the English language. The complexities of English pronunciation presented considerable difficulties for learners due to the diverse phonetic characteristics of vowels and consonants. This complexity elucidated the challenges faced by non-native speakers in mastering English pronunciation (Utami, 2018). Apart from studying at school and in class, the teacher explained "how to pronounce the word", so students were expected to relearn it at home or if students experienced difficulties or were confused about how to pronounce a word, students could look for how to pronounce it in the Google Translate

application. From a behavioral perspective, the data indicated that students exhibited a pronounced inclination towards utilized GT at the word level, particularly with unfamiliar vocabulary and synonyms, while demonstrated moderate engagement with collocations (Susanto, 2017). This option was used for students when they forgot how to pronounce as the teacher gave an example at school because the teacher did not give all of pronunciation examples to the students, but students also had to explore more about how to pronounce some words individually. GT facilitated the expansion of students' vocabulary, and furthermore, students employed GT for the individual translation of sentences (Maghfira, 2024). This all also needed the support of their family at home and other closely people, apart from the students got motivation from teachers at school. In the context of physical education, the implementation of extrinsic motivation typically involved the provision of rewards to students or groups of students who successfully accomplish the designated learning tasks (Lutfi Nur, 2018).

Third as last lack of this Junior High School, had difficulty in remembered words in English. It would also make students passive in speaking because students did not explore any other words they did not know yet. As for a quick way to develop students' memory levels, the teacher provided instructions on how students could remember at least five words and their translations a day. This part, could develop students' exploration of words and students gave instructions on how students could make just one sentence a day so that within a week students could make one paragraph after students had explored a lot of words at the beginning. The subjects selected vocabulary learning strategies that were pragmatic, fast, and simple, but effective in facilitated the comprehension and remembered new words, included guess meanings from contextual clues, asked definitions from the educator, collaborated with peers to study meanings, highlighted important words, and engaged with various English- language media (Bakti, 2017). This method would make students had a sense of confidence when students would converse with other people or foreigners using English.

Considering the challenges faced by students in general, various educational institutions exhibited a deficiency in facilitating opportunities for students to engage in speaking and communication in English with their peers. An analysis of the distinctions between university students and junior high school students revealed that university students, as active learners, were necessitated to possess proficient spoken English skills. Nonetheless, a substantial proportion of these students, particularly those enrolled in non-English departments, experienced insufficient exposure to English in their quotidian social interactions.

Specifically, the majority of students within the Early Childhood Education department at Universitas Muhammadiyah Pontianak demonstrated limited proficiency in English communication, particularly in the application of functional language. Consequently, it was imperative for the English lecturer to adopt a suitable pedagogical approach that did not only stimulated their interest and motivation to learn English, as a foreign language, but also enhanced their speaking capabilities (Yuniarti, 2020). In this context, numerous students exhibited a deficiency in confidence when it came to speaking, particularly among junior high school students, as many of them had only recently commenced their English language education, compounded by their limited vocabulary and grammatical proficiency in spoken communication. Moreover, the extent to which they could demonstrate their true capabilities falls significantly short of expectations. At times, they harbor concerned over making errors.

However, conversely, they possessed the potential to articulate their thoughts more effectively than their current performance suggests (Aeni, 2020).

This research underscored the significance of interpretation as a metric for evaluated the importance of critical thinking in facilitating the transformation of ideas into well-structured sentences. Additionally, accurate pronunciation was essential for a speaker, as it aided listeners in comprehending each word distinctly, thereby ensured that the intended message is conveyed effectively. Furthermore, the concept of manner is often associated with dialect, which can be interpreted as a linguistic form observable in the speaker's delivery. Ultimately, fluency served as a crucial attribute that allowed listeners to assess the speaker's level of experience in English communication (Surya Adi Kusumah, 2020). The resolution of existing students' problems were to remember that the problems of students at SMPN 1 WONOAYU school ensured that parents motivated their children as students at school, difficulties in pronunciation and remembered vocabulary and translated in English. as well as a common student problem that often occurred in several other schools, namely the lack of training in implemented student standards in speaking and communicated using English with each other. With this research using paper mobile phone media, the researchers were applied learning "Descriptive Text about type of Describing Peoples' Physical Appearance" had own meaning that namely because basically in the era of the young generation present who were no longer unfamiliar with gadget media or what can be called mobile phones, the young generation who were categorized as teenagers, especially Junior High School students, have used digital mobile phone media, most of which used it as a tool to have fun or play an application game on the mobile phone. From here, this research was conducted so that the young generation, especially junior high school students, were accustomed to seeing mobile phone that not digital or electronic, but was sheets of paper contained the material to study and accorded to the learning topics taught by educator. In addition, so that the current young generation did not rely too much on existing technological media because it could make students felt lazy to study and lack the independence inherent in students.

Previous research was conducted by (Radin Honarзад, 2023) the findings of the present study that paper flashcards should not be entirely disregarded by either learners or educators. This assertion is supported by the fact that they mitigate screen time and minimize distractions, in addition to stimulate muscle memory during the learning process.

Another research by (Yowaboot, 2022) the findings indicated that digital flashcards serve as an effective tool in facilitating vocabulary acquisition among Thai primary school students. Furthermore, the analysis of the questionnaire responses suggested that the learners exhibited a notably high level of positive attitudes towards the implementation of digital flashcards.

Next research by (Soile Loukusa, 2008) an analysis of the children's incorrect responses and their accompanying justifications revealed that as children mature, their rudimentary answering strategies diminish, leading to an increased reliance on context, even in instances of incorrect responses and rationales. Another research by (Muhammad Nashir, 2018) the results of this study proved that the use of electronic flashcard media significantly enhances students' mastery of vocabulary. Moreover, for the reason why this media was important to be implemented because the young generation when see a mobile phone that was digital, electronic, paper, or other material properties, the young generation still see it and remember that it is still in the context of learning and not to continue playing without a crucial purpose other except playing

with learning so that learning is also enjoyed by the young generation present and the young generation would come at future with the development of technology that is more increased and powerful. Furthermore, the main purpose of this study was in order to start students' interactions with each other through a compliment or initial greeting before the students have further and closer conversations with each other. In this medium, students can learned the vocabulary and sentences for complimenting pair of friends' physical appearance in English, but still remembered the rules of ethics and politeness when praises them.

METHOD

The researchers used a quantitative research and a pre-experimental methods stemmed from the fact that at SMPN 1 Wonoayu, Sidoarjo, there existed only one class that had students' problem related with the researchers' discussed about. The population for this study was eighth-grade students enrolled at SMPN 1 Wonoayu, Sidoarjo. The sample consisted of 32 students in eighth-grade students at the school. This research used a sample technique that included all students. In this research, the researcher implemented a design that included a pre-test, followed by two treatment sessions, and concluded with a post-test. Before two of treatments started, the researcher must found out know about what type to do for students' pre-test. The researcher done Performance Pre-Test to students in class, through Questions and Answers (Q&A) directly in front of class with each one pair of friend to describe friends' physical appearance about the part of hair type and facial features. Then, for Post-Test same, but only difference in topic and question type. Meanwhile, for Performance Post-Test can continued the part of height, build, age and eye type.

Question and Answer Speaking Test (Pre-Test) Describing Someone's Physical Appearance (*Hair Type and Facial Features*)

Table 1. This test was adapted from (Soile Loukusa, 2008)

No.	Question Type For	Questions
1	Girl Students	<ol style="list-style-type: none"> Does She have freckles? Yes/No What do you think about her face form? Round / Oval / Triangular / Square / Long Please make one sentence to your friend beside you that she's beautiful! The example sentence : "You're very beautiful because your hijab." Can you say/pronounce the word of "beautiful" ?

2	Boy Students	<ol style="list-style-type: none"> 1. Does He have moustache? Yes/No 2. What do you think about his hair? Straight / Wavy / Curly 3. Please make one sentence to your friend beside you that he’s handsome! The example sentence : “You’re very handsome because your smile.” 4. Can you say/pronounce the word of “handsome” ?
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Aspects Assessment Rubric of Speaking Test
Describing Someone’s Physical Appearance (*Hair Type and Facial Features*)

Table 2. These aspects were adapted from
(Zuhriyah, 2017)

ASPECTS	EXPLANATION	CRITERIA AND SCALE
Pronunciation	How well students pronounce the words	Poor (1) Fair (2)
	How students know a new word	Good (3) Excellent (4)
	How students understand teacher’s mean	
Fluency	How comfortable and confident student’s speak	

After the researcher found out to know the data of students’ pre-test in class, the researcher started two of treatments to all of the students that the researchers choosed to implement the paper mobile phone media this into classroom.

1st Treatment

“Focuses on the vocabularies of people physical appearance.” In this first treatment, the researcher can guided their students to make a little group based on amount of students in class and researcher can announced that before the researcher came to explain detail about the vocabularies of physical appearance and also told the correct pronunciation of that various vocabularies in each group, all of students in each group must discussed and understood first with their group so that at that time of researcher have done the explanation in every group, the students in group can understood deeper and if students felt confused directly the students can raised hand to ask the question to the educator in class. This treatment have done by the researcher with carried the paper mobile phone media to all of students at each group alternately.

2nd Treatment

“Focuses on practice to know the sentences of people physical appearance description.” In last

or second treatment this, except told how to pronounce, the researcher also can told one of sentence example and told the formula of how to describe people physical appearance in English, such as this session would be focused to make the sentences of the various vocabularies in physical appearance (part of height, build, age and eye type) Then, the researcher can guided the students to make one sentence of all the various vocabularies in people physical appearance by each groups. After that, before the students in each group made one sentence, the researcher would be come into each group to show the paper mobile phone media during one to three minutes and this session would be make the students easier to make those sentences in each group. So, if all groups have finished to make the sentences, all each group can done evaluate more about each sentences answer of describing people physical appearance. This treatment has done by the researcher with carried the paper mobile phone media to all of students at each group alternately.

After found out to know the data of students' Pre-Test and two of treatments have done through well, the researcher would be give an assessment or post-test to all of students in same class before. A post-test same like pre-test, but if Post-Test consisted of Question and Answer (Q&A) about the part of height, build, age and eye type. This post-test would be prepare by researcher to students in front of class directly with one pair friend like before at times' pre-test. The students can answered directly in front of class when post-tests' performance started. For the data of pre-test and post-test can be determined and compared in result and discussion section.

Question and Answer Speaking Test (Post-Test)

Describing Someone's Physical Appearance (*Height, Build, Age, and Eye Type*)

Table 3. This test was adapted from (Soile Loukusa, 2008)

No.	Question Type For	Questions
1	Girl and Boy Students (All of students)	<ol style="list-style-type: none"> 1. What's the difference meaning of "Tall" and "Short" ? 2. What's the difference meaning of "Thin" and "Fat" ? 3. What do you think about her/his age? Young / Old 4. Can you say/pronounce the word of, "Medium height", "Well-built", "Middle-aged" ? 5. What do you think about her/his eyes? Big / Small And please make one sentence about her/his eyes! The example sentence : "She/He has big/small eyes." Or "I like your big/small eyes because it's cute."

Aspects Assessment Rubric of Speaking Test
Describing Someone’s Physical Appearance (*Height, Build, Age, and Eye Type*)
Table 4. These aspects were adapted from (Zuhriyah, 2017)

ASPECTS	EXPLANATION	CRITERIA AND SCALE
Pronunciation	How well students pronounce the words	Poor (1)
		Fair (2)
Vocabulary	How students know a new word	Good (3)
		Excellent (4)
Comprehension	How students understand teacher’s mean	
Fluency	How comfortable and confident student’s speak	

Data Analysis

In this research, to determine the final calculation of the research test, the researcher used the manual of statistical test calculations at general based on criteria and scale of aspect assessment rubrics’ account from the data students’ final research results. The data from the final research results are the results of tests from students which have analyzed quantitatively. Statistical analysis used to determine differences in results before and after treatments of using Paper Mobile Phone Media on Describing Peoples’ Physical Appearance in descriptive text type. By used these statistical calculations, it can be seen whether there was a difference between the pre-test and post-test.

RESULTS AND DISCUSSION

Results

Table 5. Test Results Before and After Implementation of the Media

Explanation	Before (Pre-Test)	After (Post-Test)
The Highest Score	100	100
The Lowest Score	50	56
The Average Score	81	100

The Students before using Paper Mobile Phone Media on describing one pairs’ physical appearance (Pre-Test)

In the pre-test, many students got total scores below one hundred (100) for the maximum of total score and the minimum of total score was 78. There was 12 students got lower scores and 20 students got scores passing the minimum of total score. It intended more than half of students’ amount who got the minimum of total score, but if looked from scores of aspects assessment in this pre-test still much students who got scores below the maximum of aspect

assessments' score, especially low aspects got between of pronunciation and vocabulary, compared with comprehension and fluency. It concluded that many students had confident and knew the questions' topic about, but they were still confused to answer what. Because lack of how the students pronounced and remembered the words nor exist vocabularies based on topics' about.

The Students after using Paper Mobile Phone Media on describing one pairs' physical appearance (Post-Test)

The results of post-test, showed many students got targets maximum of total score (100) than amount scores' pre-test before. Many students have passed successfully from the targets minimum of total score (78). There was only 1 student got score below targets minimum of total score, 19 students got scores passing the minimum of total score, and 12 students got scores based the targets maximum of total score. It intended surely more than half of students' amount who got the targets minimum of total score, it looked from scores of aspects assessment in this post-test had many students also got scores better than pre-test before, especially from aspects between of pronunciation and vocabulary have improved and increased.

Discussion

The students at the school of SMPN 1 Wonoayu had difficulty in English lessons especially in speaking skill, consisted of first lack on motivation from parents to students, second lacks' difficulty in English pronunciation, and last lack of this school had difficulty in remembered words or vocabularies of descriptive text. For the difficulties of aspects' speaking skill, they had to treat and guide more in its aspects, especially of pronunciation and vocabulary. Additionally, students frequently experienced a lack of engagement and struggled to maintain their focus during English language lessons. Therefore, the learning activities were not executed well (Lailatul Maghfiroh, 2024). Thus, the researchers tried to do this research at Junior High School of 8 grade by using Paper Mobile Phone Media on describing peoples' physical appearance for the material in descriptive text. By using Paper Mobile Phone Media on describing peoples' physical appearance, applied the learning activities in speaking descriptive text were going on well. When learning activities, students were more confidence and motivated to speak in English. Students gave good response and seem interesting when learning combine with media inspiring digital flashcards because want to change a new exist something before. Technological media could serve as an useful tool for learners during the educational journey of acquiring pedagogical skills (Dr.D.Ponmozhi, 2017). According to the participants involved in the present study, paper flashcards to be paper mobile phone have more concrete properties, which might facilitate enhanced learning outcomes for Junior High School Students. Furthermore, paper flashcards which to be paper mobile phone this, could instantly modifications with using a pen or pencil (Radin Honarзад, 2023). In the pre-test phase, the researchers have found out knew about what type to do for students' pre-test. Researchers done Performance Pre-Test to students in class, through Questions and Answers (Q&A) in front of class with each one pair of their friend to describe people or friends'

physical appearance about the part of hair type and facial features. This test done before two of treatments and post-test passed and the students would answer the exist questions based on their knowledge of memory in pronunciation and vocabulary's material.

In the two of treatments phase, firstly the educator explained to the students about common material of descriptive text and also what how types in this material. The educator or researcher given explanation about the generic structure of descriptive text what. After treatment started, for first treatment that the students were focused to study and remembered the vocabularies on descriptive text of describing people or friends' physical appearance around. Then, for second treatment that the students were focused to practice and make the sentences on how to describe people or friends' physical appearance around also. Moreover, researchers instructed students on how to speak fluently with accurate pronunciation and self-confidence when speaking in English in front of the class. The students looked enjoyed and engaged actively during the learning activities' process. As a result of this conducive situation, students felt comfortable enough to receive the material presented and comprehended the lesson easily (Lailatul Maghfiroh, 2024). In the results of post-test, there was post-test after pre-test and treatments. These activities to measure students' understanding, significant, and achievement. For the topics' post-test was focused like topics' two of treatments, that was height, build, age, and eye type on describing peoples' physical appearance of descriptive text. Students were able to reflect their progress by employing the exist paper media as a tool for enhancing their understanding of vocabulary, pronunciation, comprehension, and fluency in the aspects' of speaking skill. The students exhibited creativity in articulating their thoughts and became increasingly confident in their English speaking and practice. Additionally, teaching steps that concentrated on speaking proficiency proved successful (Lailatul Maghfiroh, 2024). It intended that the Implementation of Paper Mobile Phone Media on describing peoples' physical appearance to teach descriptive text in 8 grade of SMPN 1 Wonoayu, Sidoarjo was substantial and effective.

CONCLUSION

The findings demonstrated that incorporating Paper Mobile Phone Media effectively engaged the speaking challenges faced by Junior High School Students at SMPN 1 Wonoayu. The increased engagement and confidence among students suggested that innovative teaching methods could enhance language acquisition in a supportive closest people nor environment. Moreover, this research highlighted the importance of motivation, both intrinsic and extrinsic motivations, in fostering students' language skills.

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