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## **Utilizing Facebook for Teaching Speaking Skills through Student Activities in Recount Texts**

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**Abstract.** The study aimed to investigate the implementation of teaching speaking through the description of picture series on Facebook depicting student activities, and to explore student responses to this approach. Participants included a teacher and tenth-grade students, and the research employed a descriptive qualitative design with data gathered from field notes, checklist observations, and questionnaires. Key findings revealed the instructional sequence: initially, the teacher conducted warm-up activities, explained recount texts, and guided students to describe prepared pictures using simple words and short sentences. Subsequently, students practiced speaking individually by presenting the picture series uploaded on Facebook to the class. The results indicated that 60% of students responded positively to this teaching method, expressing interest in learning through describing picture series on Facebook. To enhance this approach, future implications suggest incorporating more interactive elements into Facebook activities, such as peer feedback mechanisms or multimedia resources, to further engage students and foster a collaborative learning environment. Additionally, integrating assessment strategies that align with speaking skills development on social media platforms could provide valuable insights into student progress and instructional effectiveness.

**Keywords:** Facebook, recount text, speaking, teaching speaking

## INTRODUCTION

Learning English is profoundly significant for Indonesian students, not merely as a subject of academic study but as a crucial skill in a globalized world. According to Dewi et al. (2017), English is mandated by educational authorities as a compulsory subject and serves as the primary foreign language in secondary education, crucial for passing national examinations. This emphasis underscores its pivotal role in the educational landscape, where proficiency in English comprises essential skills: listening, speaking, reading, and writing. Among these, speaking skills are particularly critical in facilitating meaningful communication across cultural and linguistic boundaries (Hussain, 2017). Effective speaking proficiency not only requires a solid grasp of linguistic structures but also demands the ability to process and convey information with clarity and coherence, as highlighted by Rao (2019). The primary aim of teaching speaking skills extends beyond mere linguistic competence; it strives for communicative efficiency. As asserted by Slamet and Sulistyaningsih (2021), the goal is to equip learners with the ability to express themselves fluently and understand others effectively in various communicative contexts. Traditionally, educators have employed conventional methods such as textbooks and assigned topics for classroom discussions or presentations. However, these approaches often fall short in fostering authentic engagement and genuine expression among students (Masuram, & Sripada, 2020; Zuhriyah, 2017). This limitation underscores the urgent need for innovative teaching strategies that can harness the potential of digital technologies, particularly in today's digital age where students are increasingly interconnected and technologically savvy (Rashid et al., 2017; Sulistyaningsih & Slamet, 2018).

In response to these challenges, integrating digital tools and platforms into language teaching has emerged as a promising avenue. These tools not only enhance interactive learning experiences but also cater to diverse learning styles and preferences. They offer opportunities for students to engage with authentic language use outside the classroom, thereby reinforcing language acquisition in meaningful contexts (Hussain, 2017; Rao, 2019; Widodo & Slamet, 2021). By embracing technology-enhanced learning environments, educators can create dynamic and immersive language learning experiences that empower students to develop not only their linguistic skills but also their digital literacy and critical thinking abilities (Pratiwi & Ayu, 2020; Slamet & Sulistyaningsih, 2021). This holistic approach not only prepares students to navigate global communication challenges but also equips them with essential skills for lifelong learning and professional success in an increasingly interconnected world.

Facebook, a widely utilized social networking platform, has evolved beyond its initial purpose for college students to become a multifaceted tool with extensive educational potential (Barrot, 2018). Originally designed as a medium for social interaction, Facebook now serves as a versatile platform where users can share multimedia content, engage in discussions, and collaborate on diverse topics (Widodo & Slamet, 2021). This evolution has transformed how educators perceive and utilize social media in educational settings. By harnessing Facebook's features, such as the ability to post comments, share photographs, and link to external content, educators can create dynamic learning environments that foster active student engagement and participation (Hidayati et al., 2023; Musfa'ah et al., 2022; Widodo & Slamet, 2021). These interactive capabilities not only facilitate real-time interactions but also extend learning beyond the confines of traditional classroom settings. For instance, students can participate in discussions, share insights, and collaborate on group projects seamlessly using Facebook's intuitive interface.

Moreover, Facebook's widespread popularity among students makes it a familiar and accessible platform for educational purposes (Duha et al., 2022). Integrating Facebook into educational practices leverages students' existing social media habits, thereby enhancing their

motivation and interest in learning activities. Studies have shown that incorporating social networking platforms like Facebook into educational strategies can lead to increased student engagement, active participation, and collaborative learning experiences (Masuram, & Sripada, 2020). Furthermore, the ability to share multimedia content on Facebook, such as photos and videos, provides opportunities for creative expression and communication. Educators can use these features to encourage students to visually document their learning experiences, share project outcomes, or present their ideas in innovative ways (Özdemir, 2017). This not only enhances students' digital literacy skills but also cultivates their ability to communicate effectively in a digital age where visual media plays a crucial role in communication and information sharing. By leveraging Facebook's features effectively, educators can create inclusive and dynamic learning environments that cater to diverse learning styles and preferences, ultimately fostering deeper engagement and promoting meaningful learning outcomes among students (Barrot, 2018).

In this study, the researcher explores the use of Facebook's picture series as a medium to improve English speaking skills. Picture series, a visual instructional aid widely recognized in educational settings (Chesla, 2000; Zuhriyah, 2017), helps students retell experiences and comprehend complex concepts by sequentially presenting related images. This method fosters active engagement and stimulates students' imaginations, making learning enjoyable and effective (Pratiwi & Ayu, 2020). Despite its potential benefits, implementing speaking activities via Facebook poses several challenges. These include ensuring effective instructional design and addressing logistical issues related to technology access and internet connectivity. To address these concerns, the researcher formulated specific research questions:

1. How does teaching speaking recount text through Facebook about students' activities influence learning outcomes at Azzahra Course?
2. What are the students' responses to learning speaking recount text through Facebook about students' activities at Azzahra Course?

This study focuses on tenth-grade students at Senior High School of Azzahra Course, limiting its scope to teaching speaking recount texts using Facebook as a platform to showcase students' activities. By exploring these questions, the research aims to contribute insights into improving English language teaching practices through innovative digital tools, thus enhancing student engagement and learning outcomes in speaking skills. Future research could further explore the impact of integrating social media platforms like Facebook into formal educational settings and develop best practices for optimizing their educational potential.

## **REVIEW OF LITERATURE**

English language proficiency is increasingly critical for Indonesian students in a globalized world, facilitating academic, professional, and social interactions (Slamet & Sulistyaningsih, 2021). Among the language skills, speaking is particularly crucial as it enables effective communication and interaction in various contexts. However, teaching and learning speaking skills pose significant challenges within educational settings, often constrained by traditional methodologies that prioritize grammar and reading comprehension over practical speaking proficiency (Pratiwi & Ayu, 2020). Traditional approaches to teaching speaking typically involve teacher-centered activities and textbook exercises, which may not adequately prepare students for real-world communicative tasks (Rashid et al., 2017). This methodology often results in limited speaking practice, insufficient student engagement, and suboptimal development of spoken language skills (Hidayati et al., 2023; Sulistyaningsih, 2016). Consequently, there is a recognized need for innovative pedagogical strategies that foster authentic communication and active student participation in language learning.

The advancements in educational technology have reshaped language teaching practices, offering new avenues to enhance learning experiences (Pratiwi & Ayu, 2020). Social networking platforms, such as Facebook, have emerged as promising tools for language educators due to their interactive features and widespread accessibility (Barrot, 2018). Originally designed for social networking among college students, Facebook has evolved into a versatile platform where users engage in discussions, share multimedia content, and collaborate on projects (Widodo & Slamet, 2021). Research has demonstrated that integrating Facebook into language learning environments can significantly enhance student motivation, engagement, and language proficiency (Duha et al., 2022). The platform's interactive nature allows students to practice language skills in authentic contexts, such as commenting on posts, sharing multimedia content, and participating in group discussions (Daniel, 2019). This engagement facilitates meaningful language use and supports the development of communicative competence. An innovative approach to utilizing Facebook in language education involves the use of picture series. Visual aids, like picture series, have been shown to stimulate student interest, facilitate comprehension, and promote language production (Mykytiuk et al., 2022). Picture series present a sequence of related images that students can interpret and describe, thereby enhancing their speaking skills through visual storytelling (Masuram, & Sripada, 2020; Sun et al., 2017).

Despite the potential benefits of using Facebook and picture series in language teaching, empirical research specifically examining their combined application to improve speaking skills in Indonesian educational settings remains limited. Existing studies often focus broadly on the benefits of technology in language learning or explore other language skills, such as writing or vocabulary acquisition (Özdemir, 2017). Consequently, there is a notable gap in the literature necessitating empirical research that investigates the effectiveness of using Facebook's picture series to enhance speaking proficiency among Indonesian students, particularly in recounting activities. In conclusion, effective teaching of speaking skills is crucial for students to thrive in English-mediated environments. However, traditional teaching methods often do not adequately address the practical communication needs of students, particularly in Indonesian educational contexts. Educational technology, including platforms like Facebook and innovative approaches such as picture series, offers promising avenues to bridge this gap by enhancing engagement and promoting language proficiency through authentic communication. This literature review underscores the urgency and significance of empirical research focused on the specific application of Facebook's picture series to improve speaking skills among Indonesian students, thereby contributing valuable insights to language education practices.

## **METHOD**

In conducting research, a well-defined research design is indispensable. According to Creswell (2009), research design encompasses the plans and procedures guiding the detailed methods of data collection and analysis. The research design adopted for this study was qualitative, as it is particularly suited for inquiries dealing with data in the form of words or pictures rather than numerical data and statistics (Arikunto, 2010). The subjects involved in the study were carefully selected to obtain the necessary information. In this research, the subjects consisted of English teachers and tenth-grade students at Azzahra Course, totalling 10 students, comprising 8 females and 2 males. Data were sourced from both the English teacher and the students actively engaged in English teaching and learning. The data collected pertained to the activities undertaken by both the teacher and students during the English teaching and learning process. The data collection methods employed in this research included records from Field Note Observation and completed checklists of questionnaires from the students.

As emphasized by Airasian (2000), the selection of appropriate instruments for data collection is paramount. In this research, Field Note Observation, Checklist Observation, and Questionnaires

were utilized as instruments. The observation process involved meticulous scrutiny of both the teacher and the students. Checklists and Field Note Observations were utilized to systematically collect data on classroom activities. During observation, the researcher documented the activities of both students and the teacher throughout the lesson. Subsequently, the researcher cross-referenced these observations with predetermined lists of behaviours to ascertain their presence or absence. Upon data collection, the researcher proceeded to analyze the gathered data obtained from both observation and questionnaires. Initially, the teaching activities from the commencement to the conclusion of the teaching session were identified. Subsequently, the data were categorized into distinct segments, with insignificant data being minimized and presented succinctly. Finally, conclusions were drawn based on the analyzed data. The questionnaire responses were meticulously tabulated and analyzed. Following completion by all students, responses indicating “Yes” and “No” were tallied to derive total figures. These figures were then visualized using graphs, and the insights gleaned from the graphical representations were elucidated. In essence, through meticulous planning, execution, and analysis of data using appropriate qualitative research methods, this study endeavours to provide comprehensive insights into the teaching and learning processes of English-speaking skills at Azzahra Course.

## **RESULTS AND DISCUSSION**

### **Implementation of Teaching Speaking Recount Text Using Facebook about Students' Activities**

This research investigates the implementation of teaching speaking recount text using Facebook over two sessions at Azzahra Course. The first session, held on April 22<sup>nd</sup>, 2020, focused on introducing the concept of recount text and engaging students through practical activities. The class comprised ten students, predominantly females, and commenced with standard pre-activity routines such as attendance taking and a brief prayer led by a student. The teacher then initiated a brainstorming session related to the day's lesson objectives, emphasizing the importance of recount text in narrative structure and language features. Following this, students were assigned a task to describe prepared pictures using simple language, with some students jotting down keywords to aid memory. The teacher facilitated the activity by assisting students who found it challenging to describe the pictures, promoting active participation. Post-activity, assignments were given for the next meeting: students were instructed to capture and post a series of six pictures depicting their daily activities on Facebook, structured similarly to recount text (orientation, events, and reorientation).

The second session, held on April 27<sup>th</sup>, 2020, focused on reviewing the previous lesson and allowing students to present their assignments. Pre-activity procedures mirrored the first session, including greeting, prayer, and attendance taking, followed by a review of the recount text concepts learned earlier. All students completed their assignments, which involved presenting their picture series in front of the class using their mobile phones. Presentations followed the generic structure of recount text: orientation, events, and reorientation. Throughout the presentations, the teacher intervened when students struggled with verb tense vocabulary, ensuring clarity and understanding among peers. Post-activity, the session concluded with a brief reflection and prayer, marking the end of the teaching session.

The findings from this study highlight several key aspects regarding the implementation of teaching speaking recount text using Facebook in the classroom. Firstly, leveraging Facebook for language learning encourages student engagement and active participation. Social networking platforms like Facebook provide a familiar and interactive environment where students can share and discuss content related to their learning, enhancing motivation and autonomy (Barrot, 2018; Masuram, & Sripada, 2020). By integrating picture series structured akin to recount texts, students not only practice language skills but also develop narrative coherence and communicative



competence (Pratiwi & Ayu, 2020). Moreover, the use of visual aids such as picture series facilitates comprehension and aids in memory retention (Chesla, 2000; Hussain, 2017). Students benefit from visual stimuli that help them sequence events and structure their narratives effectively, contributing to improved speaking proficiency. This approach aligns with contemporary educational theories advocating for multimodal learning experiences that cater to diverse learning styles (Rao, 2019).

Comparatively, similar studies have explored the integration of technology, including social media platforms, in language education with positive outcomes. For instance, research by Mykytiuk et al (2022) underscores how social media use can enhance learner motivation and engagement in language learning contexts. These studies emphasize the importance of integrating digital tools into pedagogical practices to foster communicative competence and autonomy among students. However, challenges identified in this study include technological proficiency among students and ensuring equitable access to digital resources (Slamet & Sulistyaningsih, 2021). Not all students may have equal access to technology or possess the necessary skills to navigate digital platforms effectively, potentially impacting their learning experiences. Addressing these challenges requires strategic planning and support from educators to ensure inclusive learning environments (Duha et al., 2022; Rashid et al., 2017).

Overall, the implementation of teaching speaking recount text using Facebook about students' activities at Azzahra Course demonstrates promising results in enhancing student engagement and speaking proficiency. By integrating social media platforms like Facebook and utilizing picture series, students not only practice language skills but also develop narrative competence and autonomy in learning. Future research should further explore the long-term effects and scalability of such approaches across diverse educational contexts, addressing technological challenges and optimizing learning outcomes.

### **Students' Responses in Learning Speaking Recount Text Using Facebook about Students' Activities at Azzahra Course**

Upon completing the sessions focusing on teaching speaking recount text using Facebook at Azzahra Course, the researcher conducted a survey to gauge students' responses and perceptions of the learning experience. This survey aimed to assess students' interest, satisfaction, and perceived effectiveness of the method employed. Following the completion of activities, including presenting picture series on Facebook and describing them in English, students were asked to fill out a questionnaire designed to gather their feedback on the material and method used. The questionnaire was distributed by the observer, and students submitted their responses before concluding the session with a prayer led by the teacher.

From the results of the questionnaire, it was found that 60% of students expressed interest and satisfaction in learning speaking recount text through Facebook activities. These students reported positive experiences, noting that the material centered around their own activities made the lessons engaging and relatable. According to research by Mykytiuk et al (2022), incorporating students' personal experiences and interests in language learning can significantly enhance motivation and engagement. This approach aligns with constructivist theories, which emphasize learning through real-world contexts and student-centered activities (Pratiwi & Ayu, 2020; Sun et al., 2017). Moreover, students highlighted that the method reduced anxiety associated with speaking English. This finding corroborates with studies by Rashid et al (2018), which suggest that using familiar contexts and multimedia tools in language learning can create a supportive environment for language acquisition and confidence-building. By sharing their daily activities on Facebook and describing them in English, students were able to practice language skills in a meaningful and less intimidating manner (Barrot, 2018; Kuntarto, 2015; Hasanah, 2018).

On the other hand, 40% of students indicated less interest and satisfaction with the teaching method. These students reported that they did not find the material engaging, and they felt less motivated to participate actively in the activities. Research by Duha et al (2022) underscores that while digital tools like Facebook can enhance engagement for some students, others may face challenges such as technological barriers or lack of interest in the platform. Addressing these concerns is crucial for ensuring inclusive and effective language learning environments (Slamet & Sulistyaningsih, 2021; Widodo & Slamet, 2021). Comparatively, similar studies have explored the impact of digital platforms on student engagement and learning outcomes. For instance, Masuram and Sripada (2020) found that incorporating social media into language education can increase student motivation and participation. However, Sun et al (2018) noted that effective implementation requires consideration of individual student preferences and learning styles to maximize engagement and learning outcomes.

The findings of this study underscore several implications for language educators and curriculum developers. Firstly, integrating social media platforms like Facebook into language teaching can enhance student engagement and motivation, particularly when activities are personalized and relevant to students' daily lives. However, it is essential to provide sufficient support and training to ensure all students can effectively utilize these digital tools (Barrot, 2018; Sulistyaningsih & Slamet, 2018). Secondly, addressing the diverse needs and preferences of students is crucial for optimizing learning experiences. Educators should consider incorporating a variety of teaching methods and materials to cater to different learning styles and interests (Rao, 2019). This approach not only promotes inclusivity but also fosters a supportive learning environment where all students can thrive. Furthermore, ongoing research is needed to explore the long-term impact of integrating social media platforms in language education. Future studies could investigate how different instructional designs and digital tools influence language acquisition, communicative competence, and overall student engagement over extended periods (Duha et al., 2022; Hussain, 2017). Overall, while the implementation of teaching speaking recount text using Facebook at Azzahra Course showed promising results in enhancing student engagement and language learning experiences, challenges such as varying levels of interest and technological proficiency must be addressed. By building on these findings and insights from previous research, educators can continue to innovate and refine language teaching practices to meet the diverse needs of today's learners effectively.

## CONCLUSION

Based on the study's findings, two distinct conclusions emerge from this study. Firstly, the examination of the implementation of teaching speaking through the depiction of picture series on Facebook about students' activities reveals a structured approach adopted by the teacher. This approach encompasses initiating the lesson with greetings, engaging students through relevant brainstorming sessions, elucidating the study's objectives, and emphasizing speaking recount text within the teaching-learning process. Furthermore, the teacher elaborates on the definition, generic structure, and language features of recount text, providing illustrative examples pertinent to both recount text and Facebook. Subsequently, students are tasked with preparing to describe pictures on Facebook within a stipulated timeframe, followed by a consistent assignment of speaking practice for subsequent sessions. Secondly, an examination of students' responses to teaching speaking recount text via Facebook about students' activities sheds light on a nuanced outcome. The findings reveal that 60% of students exhibit interest in this pedagogical approach, citing their affinity for Facebook usage and the opportunity to articulate their own activities as motivating factors. Conversely, 40% of students express disinterest, citing challenges in speaking English fluently and a perceived deficiency in English vocabulary. Nevertheless, it is noteworthy that the enthusiasm for this technique outweighs the apprehension among students who do not favour it.

The findings carry significant implications for language educators and curriculum developers. Firstly, the structured approach observed in teaching speaking through Facebook picture series underscores the importance of incorporating multimedia platforms to enhance student engagement and comprehension. However, it is crucial to acknowledge the varying levels of proficiency and comfort with technology among students, which may influence their receptiveness to such methodologies. The divergence in students' responses highlights the importance of addressing individual learning needs and preferences within the classroom. While some students may thrive in digital learning environments, others may require additional support and scaffolding to overcome language barriers and enhance their speaking skills. Hence, educators must adopt a flexible and inclusive approach to accommodate diverse learning styles and abilities. Despite the insights garnered from this study, several limitations warrant consideration. Firstly, the sample size may not fully represent the broader student population, necessitating caution in generalizing the findings. Additionally, the study's reliance on self-reported data through questionnaires may introduce bias, as respondents may provide socially desirable responses. Future research endeavours could address these limitations by employing mixed-methods approaches and expanding the scope of investigation to encompass a more diverse participant pool. In light of these considerations, it is recommended that educators explore alternative strategies to support students' speaking skills development while leveraging digital platforms effectively. This may involve integrating interactive activities, peer collaboration, and targeted vocabulary instruction to address the identified challenges and enhance overall learning outcomes. Additionally, ongoing professional development and training initiatives can empower educators to harness the full potential of technology in language education while addressing the diverse needs of their students.

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