

## *Magazines As Media For Developing Reading Skill*

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### **Abstract**

The purpose of this research is to investigate the students' response to using a university magazine, the benefits for students before and after using the magazine, and the advantages for teachers using the magazine as a print medium for teaching materials. The research aims to make reading more engaging for students, particularly through university magazines that contain a wealth of information. Quantitative methods were employed to comprehensively research the social realities in the field. The research focused on students from Universitas Tama Jagakarsa. The findings suggest that using a university magazine improves students' reading skills compared to conventional methods. Students find it enjoyable and are not fatigued by books, as the magazine provides various information, including external university and internal university details. Furthermore, students demonstrate improvement in their comprehension abilities.

**Keywords:** *University Magazine, Reading Skill, Communicative, Readability, Stand alone*

### **INTRODUCTION**

Language serves as a fundamental tool for communication, fulfilling the basic needs of human beings. It can be seen as the ultimate facilitator of sound systems, enabling individuals to collaborate, interact, and establish their identities (Schiavio, *et al*, 2019). As social beings, humans rely on language to engage with others, employing both verbal and nonverbal forms of communication.

Verbal communication entails the use of spoken and written language as tools or mediums, while nonverbal communication utilizes alternative means beyond language itself. This emphasizes the vital role of language as a communication tool that must be honed to achieve effective communication (Teo, 2019). Developing language skills is particularly important in the domains of reading and writing, as reading serves as the primary avenue for accessing information and knowledge.

Language skills encompass various abilities, including listening, speaking, reading, and writing. Acquiring these language skills typically follows a sequential and interconnected process,

beginning with the foundational steps of language learning in early childhood, namely listening and speaking, and progressing to reading and writing (Rao, 2019). These skills form the essential building blocks of language acquisition. Hence, it is imperative for students to grasp the concepts of listening, writing, reading, and speaking. Reading, as a language skill, is influenced by numerous factors that impact readers' proficiency. The primary objectives of reading skill development revolve around enhancing reading comprehension and attaining a proficient level of speech. Among these factors, interest plays a pivotal role. Developing an interest in reading involves an active and dedicated engagement with the written word, fostering a consistent pattern of communication within oneself (Hyland, 2018). Through an inherent interest in reading, readers can unravel the meaning behind written text, while also gathering valuable information that fosters intellectual growth throughout the learning process.

Language reading skills are multi-faceted, and various elements influence an individual's reading ability. Overall,

reading proficiency is directed towards achieving comprehensive understanding and attaining a desired level of speech (Roth & Worthington, 2019). One crucial factor in the development of reading skills is the presence of interest. Interest in reading is an active pursuit characterized by diligence and the establishment of personal communication patterns. By cultivating an interest in reading, individuals can derive meaning from written works, access valuable information, and further their intellectual development during the learning journey.

Enhancing English reading comprehension through the utilization of print media, such as English university magazines, is crucial to foster students' interest in learning the English language and enable them to comprehend the content presented by their teachers (Rahman & Manaf, 2017). Language serves as a medium for conveying ideas to others, employing grammatical structures and systems to achieve seamless composition. This fundamental role of language is precisely why English is taught as a mandatory subject in university.

English university magazines serve as a valuable tool in improving reading comprehension skills, as they captivate students' attention and provide them with engaging content. By immersing themselves in these magazines, students not only enhance their linguistic abilities but also acquire new knowledge and skills (Varaporn & Sitthitikul, 2019). Reading, being one of the core language skills, holds immense importance as it contributes to the intellectual progress and cultural development of a nation. Developing strong reading skills greatly influences reading comprehension, particularly among university students, leading to increased knowledge acquisition and overall growth.

Within the realm of English learning, there exist four essential language skills: listening, speaking, reading, and writing. Among these skills, reading

receives heightened emphasis due to its pivotal role in language acquisition (Ahmadi & Reza, 2018). Reading is a foundational skill that holds significant importance as it enables individuals to acquire new knowledge and skills, broadening their horizons. Proficiency in reading is not only a sign of linguistic competence but also reflects the cultural advancement of a nation. A robust reading skillset significantly impacts reading comprehension, especially for students in an academic setting. Developing effective reading skills ultimately yields positive outcomes, contributing to their overall knowledge enrichment.

In the process of language learning, motivation and encouragement play a vital role in bolstering students' efforts to overcome the challenges they encounter in mastering English. However, in contemporary education, the ability to generate students' interest in lessons seems to have been overlooked (Susanto, 2017). Despite teachers possessing theoretical knowledge, the practical application of that knowledge often remains neglected. Consequently, students become disengaged and disenchanted due to monotonous teaching methods that hinder mutual communication between teachers and students within the learning environment.

To address this issue, it becomes essential to cultivate an environment that motivates students and encourages their active participation. Teachers should employ diverse instructional strategies and introduce innovative variations in their lessons to capture students' attention (Abdel Meguid & Collins, 2017). By doing so, teachers can bridge the gap between theory and practice, reigniting students' enthusiasm for learning. Establishing meaningful communication channels between teachers and students fosters a conducive learning atmosphere, where students feel valued and empowered to overcome the difficulties they encounter during their English language journey.

It is undeniable that many university students struggle with their English reading abilities, leading to difficulties in comprehension. In such cases, teachers are prompted to seek alternative approaches to address this issue. One effective method is to present reading lessons that enable students to better understand and generate a genuine interest and positive attitude towards reading (Bin Tahir, 2017). By incorporating varied teaching techniques, teachers can transform theoretical knowledge into practical applications, as emphasized by James Silliman who stated, "Language abilities are fundamental to reading. Children can improve their language facility through interactions with people and objects they encounter daily."

Based on the aforementioned explanation, it can be inferred that students should not confine their learning solely within the classroom setting. Rather, they can acquire knowledge and information from the environment around them. Traditional reading instruction occurs through the interactions between teachers and students during the learning process. Teachers provide answers to students' questions and guide them in deciphering the meanings of difficult words encountered in reading materials (Webb & Nation, 2017). Through individual reading practices assigned by the teachers, students can enhance their reading skills.

The ultimate purpose of reading is comprehension. When we possess strong reading skills, we gain a profound understanding of the text. Therefore, it is crucial to strike a balance between reading speed and comprehension. When we become proficient readers, we are not only able to read at a faster pace but also comprehend the content effectively (Fauzi & Raya, 2018). For instance, while reading may not be as ingrained a tradition in Indonesian culture as it is in Western countries, individuals who prioritize reading, such as those who habitually read newspapers each morning, reap the benefits of increased knowledge

acquisition. It is worth noting that reading habits cannot be universally taught or imposed upon individuals.

Reading becomes an intrinsic part of a student's character and is heavily influenced by their motivation and personality. If students lack motivation to engage in reading, they may struggle to comprehend English texts, as they may not possess the necessary language structures or grasp the underlying linguistic concepts and word analysis skills (Ahmadi, 2017). Motivation plays a pivotal role in fostering reading proficiency, and students who lack it may face challenges in their reading journey.

The ability to read proficiently holds significant importance in facilitating children's learning across various domains. Through reading, children can extract the essence of written materials, enabling them to derive valuable insights from their reading activities (Ahmadi, 2017). Reading thus becomes an essential and illuminating component of the learning process, nurturing intellectual growth and development.

Proficiency in reading is of utmost importance in the realm of education, requiring consistent practice to achieve excellence. Reading, akin to acquiring a second language, is a cognitive process that primarily takes place within the brain, involving various mental activities such as observation, perception, memory, and even forgetting.

Reading is inherently a social activity, encompassing multiple levels of social interaction. Firstly, it involves communication with the unseen author, whose influence on comprehension and motivation can be immensely impactful. Secondly, reading is often practiced in social settings such as classrooms or research groups (Webb & Nation, 2017). Even when undertaken at home, it is shaped through interactions with parents, peers, or siblings. Thirdly, reading enables individuals to engage in diverse social activities.

Prior to delving into reading, preparation is key. This entails discussing and potentially reassessing our interpretations of the text, especially within the university context where the social aspect of reading is pervasive. For instance, magazines serve as a form of media comprising printed materials. Unlike handwritten texts, magazine content is produced using printing presses.

Magazine content does not adhere to a predetermined structure. It typically encompasses a wide range of topics relevant to the magazine's purpose and focus. In addition to written text, magazines incorporate visual elements such as illustrations and images to enhance the aesthetic appeal and attractiveness of the content (Varaporn & Sitthitikul, 2019). When reading a magazine, there is no direct narrative relationship between different articles. For instance, in a sports magazine, an article about a football player may not be connected to other pieces discussing a particular football club. Magazine reading does not necessarily follow a chronological order and lacks a clear beginning or end.

The identified problems in this context are as follows: Firstly, teachers often lack access to adequate teaching materials or resources. Secondly, students may struggle with understanding and applying grammar rules effectively. Thirdly, there is a lack of supportive environments that encourage English language usage among students. Fourthly, students exhibit insufficient English reading skills within the university setting. Lastly, students may face challenges in comprehending passages assigned by their teachers.

The limitations of this research are as follows: Firstly, the focus of this research is exclusively on students at Universitas Tama Jagakarsa, allowing the researcher to concentrate on a specific group and obtain valid and relevant data for analysis. Secondly, the researcher primarily observes the teaching practices

of English facilitators at Universitas Tama Jagakarsa, particularly in the context of creating a communicative English class using a university magazine.

Considering the aforementioned background, problems, and limitations, the researcher formulates the following research question: How can a university magazine be utilized to enhance students' reading skills? Accordingly, the purpose of this research is to investigate the role and effectiveness of a university magazine in improving students' reading proficiency.

## **METHOD**

This research employs a learning model as its methodology. The researcher presents the research findings in this chapter, including details on the research's location and timeframe, research methods utilized, the population and sample under study, research variables, data collection techniques and instruments, research instruments, validity and reliability considerations, data analysis techniques, required data analysis techniques, and hypothesis testing.

The chosen methodology for this research is the Quantitative method. Quantitative research possesses distinctive characteristics, such as the ability to manipulate variables by the researcher. The researcher identifies potential causal relationships, conducting experiments with actions or treatments and control of independent variables. Quantitative research is primarily associated with enumerative induction processes (sumner). It follows a positivist philosophy and aims to examine populations or specific samples through the collection of quantitative data using research instruments. Statistical analysis is employed to test predetermined hypotheses. On the other hand, the qualitative research method follows a post-positivist philosophy and focuses on understanding the natural condition of objects. It utilizes qualitative data analysis and highlights the significance of contextual understanding.

In the experimental method, two classes are selected for investigation, with one class designated as the experimental group and the other as the control group. The experimental group receives reading instruction using the university magazine, while the control group follows conventional methods of teaching English proficiency. Subsequently, tests are conducted to assess the impact of using the magazine on improving English reading skills.

**FINDINGS AND DISCUSSION**

*Data from the test's reading skill in Experiment class.*

After receiving treatment taught using the university magazine and given the value of the experimental class as follows.

*The Results of Test Experiment Class*

N o	Nam e	Corre ct to answe r	Sum of questio n	weig ht	Scor e
1	X <sub>1</sub>	7	20	100	35
2	X <sub>2</sub>	15	20	100	75
3	X <sub>3</sub>	16	20	100	80
4	X <sub>4</sub>	7	20	100	35
5	X <sub>5</sub>	15	20	100	75
6	X <sub>6</sub>	15	20	100	75
7	X <sub>7</sub>	8	20	100	40
8	X <sub>8</sub>	16	20	100	80
9	X <sub>9</sub>	19	20	100	95
10	X <sub>10</sub>	19	20	100	95
11	X <sub>11</sub>	8	20	100	40
12	X <sub>12</sub>	9	20	100	45
13	X <sub>13</sub>	14	20	100	70
14	X <sub>14</sub>	10	20	100	50
15	X <sub>15</sub>	15	20	100	75
16	X <sub>16</sub>	15	20	100	75
17	X <sub>17</sub>	10	20	100	50
18	X <sub>18</sub>	10	20	100	50
19	X <sub>19</sub>	14	20	100	70
20	X <sub>20</sub>	16	20	100	80
21	X <sub>21</sub>	11	20	100	55
22	X <sub>22</sub>	16	20	100	80
23	X <sub>23</sub>	11	20	100	55
24	X <sub>24</sub>	14	20	100	70
25	X <sub>25</sub>	17	20	100	85
26	X <sub>26</sub>	19	20	100	95
27	X <sub>27</sub>	12	20	100	60
28	X <sub>28</sub>	12	20	100	60

29	X <sub>29</sub>	14	20	100	70
30	X <sub>30</sub>	17	20	100	85
31	X <sub>31</sub>	18	20	100	90
32	X <sub>32</sub>	13	20	100	65
33	X <sub>33</sub>	13	20	100	65
34	X <sub>34</sub>	18	20	100	90
35	X <sub>35</sub>	19	20	100	95
36	X <sub>36</sub>	17	20	100	85
37	X <sub>37</sub>	13	20	100	65
38	X <sub>38</sub>	18	20	100	90
39	X <sub>39</sub>	14	20	100	70
40	X <sub>40</sub>	14	20	100	70
The Sum					2790

To calculate the data in a frequency distribution table, so used to obtain ranges stagers rule class, class number and the length of the class.

*Determining Range Interval Class Experiment with the formula:*

$$R = \text{Highest Value} - \text{Lowest Value} = 95 - 35 = 60$$

*Determining the Number of Classes with the formula:*

$$JK = 1 + 3,3 \log n = 1 + 3,3 \log 40 = 1 + 3,3 (1,623) = 6,355 \text{ rounded to } 7$$

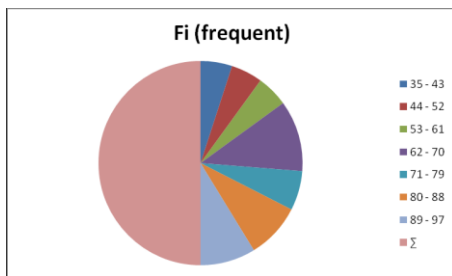
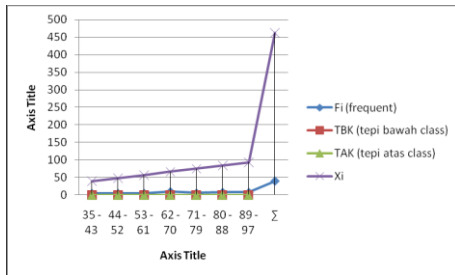
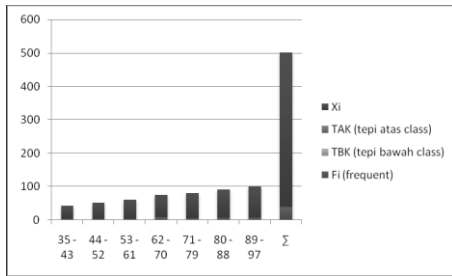
*Determining Length of Class with the formula:*

$$P = \frac{R}{JK} = \frac{60}{7} = 8,571 \text{ rounded to } 9$$

From the test results of students English reading skill in experiment class, then obtained distribution table as follows:

*Table of Distribution Frequency Experiment Class*

Interval class	Fi (frequent)	TBK (tepi bawah class)	TAK (tepi atas class)	Xi
35-43	4	34,5	43,5	39
44-52	4	43,5	52,5	48
53-61	4	52,5	61,5	57
62-70	9	61,5	70,5	66
71-79	5	70,5	79,5	75
80-88	7	79,5	88,5	84
89-97	7	88,5	97,5	93
Σ	40			462



**Mean**

$$Me = \frac{\sum Fi * Xi}{\sum Fi}$$

$$= \frac{2784}{40}$$

$$= 69,6$$

**Median**

$$Med = b + p \left[ \frac{\frac{n}{2} - F}{f} \right]$$

$$Med = 61,5 + 9 \left[ \frac{20 - 12}{9} \right]$$

$$Med = 61,5 + 9 \left[ \frac{20 - 12}{9} \right]$$

$$= 61,5 + 9(0,888)$$

$$= 61,5 + 7,992$$

$$= 69,5$$

**Modus**

$$Mo = b + p \left[ \frac{b1}{b1 + b2} \right]$$

$$Mo = 61,5 + 9 \left[ \frac{4}{4 + 4} \right]$$

$$= 61,5 + 9(0,5)$$

$$= 61,5 + 4,5$$

$$= 66$$

**Varians (S2)**

*Table of Distribution Frequency  
Experiment Class*

No	Interval Class	Fi	Xi	FiXi	Xi - X̄	(Xi - X̄)²	F(Xi - X̄)²
1	35-43	4	39	156	-31	961	3844
2	44-52	4	48	192	-22	484	1936
3	53-61	4	57	228	-13	169	676
4	62-70	9	66	594	-4	16	144
5	71-79	5	75	375	5,4	29,16	145,8
6	80-88	7	84	588	14,4	207,36	1451,52
7	89-97	7	93	651	23,4	547,56	3832,92
Σ		40	462	2784		2414,08	12030,24

$$s^2 = \frac{\sum Fi(x_i - \bar{X})^2}{n - 1}$$

$$s^2 = \frac{12030,24}{40 - 1}$$

$$s^2 = 308,5$$

From the above data concluded that the results test of 40 students experiment class that is in teaching students who using university magazine on statistical test with a value range of 35-95 got average of 69,6 Median 69,5 Mode 66, and the variance 308,5. This shows the level of students' English reading comprehension is high enough.

*The Research Result of Control Class*

After giving treatment is teaching by using conventional techniques in class

control, the next stage the writer gives about reading comprehension of English in accordance with the material that has been taught. The following is a list of the values obtained from the test results obtained from the control class.

No	Name	Correct to answer	Sum of question	weight	Score
1	X <sub>1</sub>	6	20	100	30
2	X <sub>2</sub>	8	20	100	40
3	X <sub>3</sub>	10	20	100	50
4	X <sub>4</sub>	5	20	100	25
5	X <sub>5</sub>	13	20	100	65
6	X <sub>6</sub>	14	20	100	70
7	X <sub>7</sub>	8	20	100	40
8	X <sub>8</sub>	10	20	100	50
9	X <sub>9</sub>	12	20	100	60
10	X <sub>10</sub>	7	20	100	35
11	X <sub>11</sub>	10	20	100	50
12	X <sub>12</sub>	10	20	100	50
13	X <sub>13</sub>	6	20	100	30
14	X <sub>14</sub>	5	20	100	25
15	X <sub>15</sub>	17	20	100	85
16	X <sub>16</sub>	13	20	100	65
17	X <sub>17</sub>	14	20	100	70
18	X <sub>18</sub>	15	20	100	75
19	X <sub>19</sub>	8	20	100	40
20	X <sub>20</sub>	10	20	100	50
21	X <sub>21</sub>	7	20	100	35
22	X <sub>22</sub>	16	20	100	80
23	X <sub>23</sub>	15	20	100	75
24	X <sub>24</sub>	10	20	100	50
25	X <sub>25</sub>	12	20	100	60
26	X <sub>26</sub>	9	20	100	45
27	X <sub>27</sub>	10	20	100	50
28	X <sub>28</sub>	6	20	100	30
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30	X <sub>30</sub>	10	20	100	50
31	X <sub>31</sub>	8	20	100	40
32	X <sub>32</sub>	5	20	100	25
33	X <sub>33</sub>	10	20	100	50
34	X <sub>34</sub>	8	20	100	40
35	X <sub>35</sub>	9	20	100	45
36	X <sub>36</sub>	9	20	100	45
37	X <sub>37</sub>	7	20	100	35
38	X <sub>38</sub>	8	20	100	40
39	X <sub>39</sub>	8	20	100	40
40	X <sub>40</sub>	6	20	100	30
The Sum					1915

To calculate the data in a frequency distribution table, so the used to obtain

ranges stagers rule class, class number and the length of the class.

*Determining Range Interval Class Experiment with the formula:*

$$R = \text{Highest Value} - \text{Lowest Value} = 85 - 25 = 60$$

*Determining the Number of Classes with the formula:*

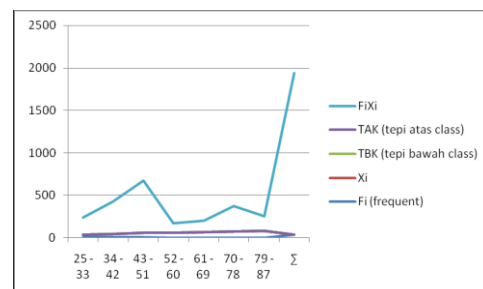
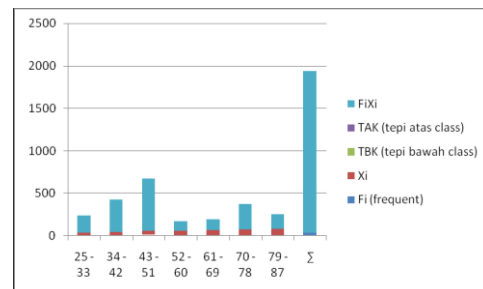
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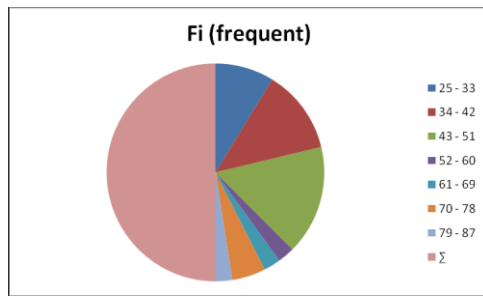
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Table of Distribution Frequency Control Class

Interval class	Fi (frequent)	Xi	TBK (tepi bawah class)	TAK (tepi atas class)	Fixi
25-33	7	29	24,5	33,5	203
34-42	10	38	33,5	42,5	380
43-51	13	47	42,5	51,5	611
52-60	2	56	51,5	60,5	112
61-69	2	65	60,5	69,5	130
70-78	4	74	69,5	78,5	296
79-87	2	83	78,5	87,5	166
Σ	40				1898





**Mean**

$$Me = \frac{\sum Fi * Xi}{\sum Fi}$$

$$= \frac{1898}{40}$$

$$= 47,5$$

**Median**

$$Med = b + p \left[ \frac{\frac{n}{2} - F}{f} \right]$$

$$Med = 42,5 + 9 \left[ \frac{\frac{40}{2} - 17}{13} \right]$$

$$Med = 42,5 + 9 \left[ \frac{20 - 17}{13} \right]$$

$$= 42,5 + 9(0,230)$$

$$= 42,5 + 2,07$$

$$= 44,6$$

**Modus**

$$Mo = b + p \left[ \frac{b1}{b1 + b2} \right]$$

$$Mo = 42,5 + 9 \left[ \frac{(13 - 10)}{(13 - 10) + (13 - 2)} \right]$$

$$= 42,5 + 9 \frac{3}{14}$$

$$= 42,5 + 1,92$$

$$= 44,4$$

**Varians (S2)**

*Table of Distribution Frequency Control Class*

*Hypothesis Testing*

In order to determine the significance of the relationship between

recitation methods and reading skills, a significance test is conducted. The error rate is set at 5% (0.05), and the sample size is 40. The obtained t-value of 1481 is compared to the critical t-value. For an error rate of 5% and a sample size of 40, the degrees of freedom (df) are calculated as n-2, which equals 38. The critical t-value corresponding to df=38 is found to be 1357.

If the obtained t-value (tcount) is greater than the critical t-value (ttable), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected, indicating a significant influence on improving students' reading skills. Conversely, if tcount is less than or equal to ttable, Ha is rejected, and Ho is accepted, indicating no significant influence on improving students' reading skills. In this case, since tcount is 1481 and ttable is 1357 (1481 > 1357), Ho is rejected, and Ha is accepted. Therefore, it can be concluded that there is a positive and significant relationship between using the university magazine and improving reading skills.

*Interpretation of Research Results*

Based on data processing and analysis, the writer interprets the findings for each method. In the experimental class, where the university magazine was used, the mean score was 69.6, the median was 69.5, and the mode was 66. In the control class, where conventional methods were employed, the average score was 47.5, the median was 44.6, and the mode was 44.4.

The t-test yielded a tcount of 1481, while the ttable was 1357, indicating that the null hypothesis (Ho), which stated that there are no differences in English reading comprehension using the university magazine, is rejected. On the other hand, the alternative hypothesis (Ha), which states that there are differences in English reading comprehension using the university magazine, is accepted. This indicates that students taught with the university magazine had higher reading



comprehension compared to those taught using conventional methods.

## CONCLUSION

The research objective was to collect and analyze data from the final test results on English reading comprehension between students taught with the university magazine and those taught using conventional methods. Based on the data, the writer draws the following conclusions: 1. English reading comprehension among students taught with the university magazine (experimental group) ranged from a lowest score of 35 to a highest score of 95, with a mean of 69.6, median of 69.5, and mode of 66, indicating a very good level of comprehension. 2. English reading comprehension among students taught using conventional methods (control group) ranged from a lowest score of 25 to a highest score of 85, with a mean of 47.5, median of 44.6, and mode of 44.4, indicating a relatively low level of comprehension. 3. There are significant differences in English reading comprehension between students taught with the university magazine and those taught using conventional methods. The calculation results, specifically the t-test, indicate that the use of the university magazine significantly improves English reading comprehension, as  $t_{count}$  (1481) is greater than  $t_{table}$  (1357). Therefore, the conclusion is that students who use the university magazine exhibit higher reading comprehension compared to those using conventional methods.

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