

THE IMPLEMENTATION PODCAST AS 21st CENTURY SKILL (CRITICAL THINKING) IN PROJECT BASED

Jefri Sianturi
English Education

jefrisianturi68@gmail.com

Abstract

Critical thinking is a widely accepted educational goal. Its definition is contested, but the competing definitions can be understood as differing conceptions of the same basic concept: careful thinking directed to a goal. Conceptions differ with respect to the scope of such thinking, the type of goal, the criteria and norms for thinking carefully, and the thinking components on which they focus. Its adoption as an educational goal has been recommended on the basis of respect for students' autonomy and preparing students for success in life and for democratic citizenship. "Critical thinkers" have the dispositions and abilities that lead them to think critically when appropriate. The abilities can be identified directly; the dispositions indirectly, by considering what factors contribute to or impede exercise of the abilities. Standardized tests have been developed to assess the degree to which a person possesses such dispositions and abilities. Educational intervention has been shown experimentally to improve them, particularly when it includes dialogue, anchored instruction, and mentoring. Controversies have arisen over the generalizability of critical thinking across domains, over alleged bias in critical thinking theories and instruction, and over the relationship of critical thinking to other types of thinking.

Key words: Critical thinking, 21st Century skill, podcast, project based

INTRODUCTION

Finding creative ways to engage students in the learning process can be a challenge [1], [2], [3], but it can also be exciting [4], [5]. As social work education continues to expand to meet the growing need of an ever-evolving student body, varying learning preferences [6], [7], [8], and ensuring student mastery of social work competencies, the use of new pedagogical strategies [9], [10], [11], such as the use of technology and multimedia in the classroom become all the more valuable, if not necessary [12], [13], [14]. Further still is the profound challenge for social work educators to help students strengthen the link between theory and practice [15], [16], [17], as well as master the practice skills necessary for service delivery [18], [19], [20]. Thus, nuanced and innovative pedagogical strategies, such as the use of multimedia and experiential activities in the classroom, like the flipped classroom [21], [22], [23], student-produced public service announcements [24], [25], [26], or the creation of audio podcast recordings [27], [28], [29], which has the capacity to supplement and expand traditional models of learning [30], [31], [32], allow educators the opportunity to be creative in the way in which they deliver theoretical and practical knowledge to their students [33], [34], [35].

Research studies on podcasts in language learning have identified its potentiality in developing learners' language skills [36], [37], [38]. Podcast can accelerate language learners' learning not just in listening [39], [40], [41] but also in other language areas such as pronunciation, vocabulary, grammar, speaking and related learning activities [42], [43], [44]. [45], [46] stated that podcasting facilitates self-paced learning as well as gives slower learners a platform for remediation. [47], [48], [49] point out that podcasting can provide another medium for material review and can assist students to develop their language skills.

[50], [51], [52] stated that podcasting can function as a tool for developing students' pronunciation.

Podcasts provide teachers with the possibilities of facilitating language learning and also challenge the traditional teaching and learning methods [53], [54], [55]. Traditional classrooms do not give more importance to listening activities [56], [57], [58]. Podcasts can be used as supporting materials along with the course materials to develop students' proficiency in English [59], [60], [61]. The use of mobile technology in ESL contexts has become popular in many secondary and higher secondary institutions [62], [63], [64]. [65], [66], [67] compared the academic benefits of incorporating podcasts into the curriculum and using them as a supplemental/review tool. The study suggested that podcast technology has the potential to provide greater benefits if it is used more than simply as a tool for reviewing [68], [69], [70].

[71], [72], [73] developed an independent listening pilot course based on podcasts to see how science students can develop their scientific English listening skills through podcasts. Findings of Hawke's (2010) study showed that students' post test scores were significantly higher than the pre-test scores [74], [75], [76]. Podcasts as supplementary materials help learners pay attention to the podcast content [77], [78], [79], and encourage them to listen to podcasts both from top-down and bottom-up perspectives [80], [81], [82]. Similarly, [83], [84] also investigated the effect of listening to podcasts on the listening skill of some Iranian EFL sophomores. Data were collected through various means: pre- and post-tests, interviews, and students' reflective diaries [85], [86], [87]. The findings of the study showed that participants in the experimental group who used podcasts for their listening activities outperformed the ones in the control group [88], [89], [90]. The researchers documented positive attitudes of the participants who used podcasts for listening, and concluded that podcasts can be used to improve the listening skill of ESL learners [91], [92], [93].

METHOD

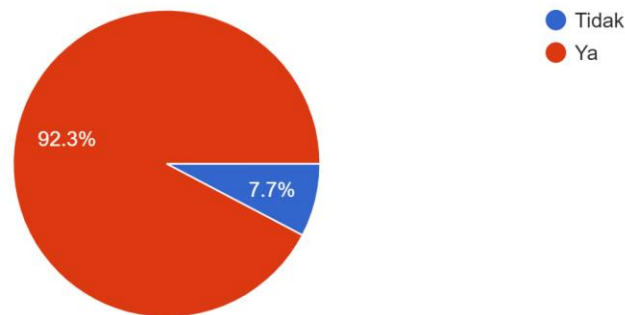
In this study, the type of research used is descriptive qualitative research that focuses on content analysis by describing, explaining and interpreting the data that has been collected. The research subjects are students of the Faculty of Literature and Education with at least 26 students in the English language education study program at the Indonesian Technocrat University. The research data was collected through a closed-ended questionnaire with students as respondents being given a choice of answers that had been provided on the questionnaire that had been distributed. Questions on the questionnaire amounted to 7 items related to the student through podcasts as enhancing critical thinking. And at the stage of questionnaire analysis the data will be analyzed according to the participants' answers using two ways, namely tabulation or counting the number of responses from each questionnaire item and then calculating the average results to measure the level of interest in the podcast as enhancing critical thinking.

RESULTS AND DISCUSSION

The following section demonstrates the results of the study. An overview of participants' perspectives towards the implementation podcast as 21st century skill (critical thinking) can be seen in table below.

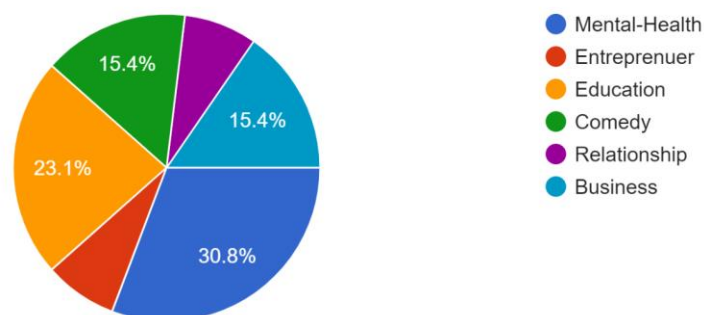
Six questions out of 26 participants gave different answers. Evidence of participants' responses to the survey I gave them can be seen in the diagram in the image below.

apakah kamu men-suscribe channel youtube yang berisikan siniar?
13 responses



According to data above the number shown the respondent has interest in a podcast namely 92,3% respondent have subscribed to a youtube channel which contains a podcast. 7.7% of respondents chose not to subscribe to the YouTube channel which contains podcasts [94], [95].

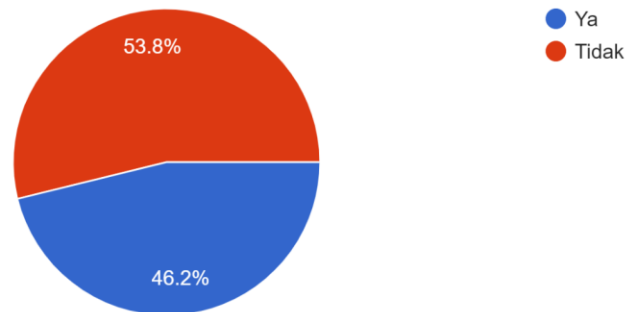
Topik apa yang kamu dengarkan?
13 responses



Question number 2 is what the respondent chooses on youtube and what topic they're listening to. There are several choices and various choices from respondents. 23,1% respondents choose education topics and then, 15,4% respondent choose comedy and business, mental-health becomes a substantial topic to respondent and the rest choose entrepreneur and relationship namely 1,7%.

Apakah kamu mencatat pernyataan yang menurut kamu sangat penting di podcast tersebut?

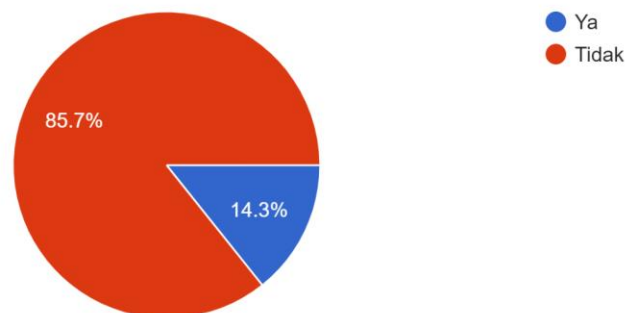
13 responses



This question indicated it is participant take a note while listening podcast. 46,2% were participant were chose NO while their listening podcast. However 53,8% were participant their taking a note while listening podcast this shows a participant has positive result that podcast was important for their critical thinking [96], [97].

Apakah kamu kesulitan menangkap pembicaraan atau topik dari narasumber?

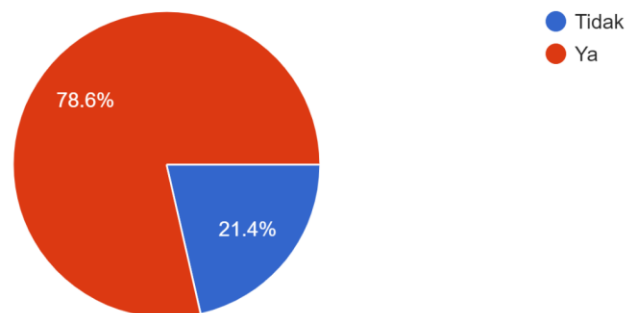
14 responses



By listening podcast and choose what topic what interesting for participants, it builds critical thinking. According data above, 14,3% participants have difficulties listening to podcasts. However, 85,7% participant have not difficulties listening to podcast.

Apakah setelah mendengarkan satu topik,kamu mencari topik yang sama,namun di channel yg berbeda?

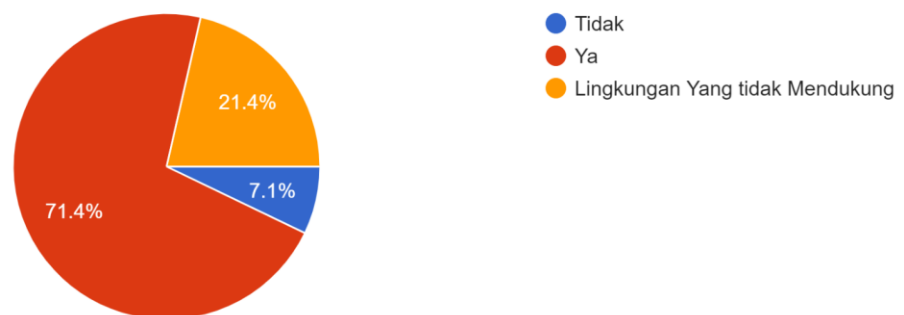
14 responses



This question measures it is participant looking for other podcasts to add sources. 78,6% were participants who agreed to find other podcasts for collecting knowledge. 21,4% participants disagreed for them to find other sources.

Apakah setelah mendengarkan satu topik, kamu ingin membawasnya dengan teman atau keluarga?

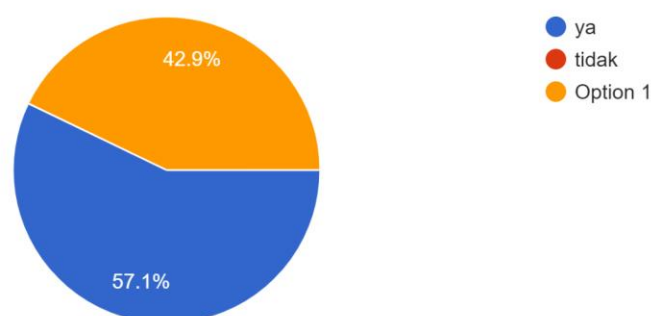
14 responses



As a form of application in forming critical thinking the step that must be taken is to bring the topic that is listened to be brought into the environment. 71,4% were participant choose their brought the topic to environment, However, 21,4% their environment doesn't support to discuss more [98], [99], [100]. The rest of participant didn't brought the topic to environment.

Apakah kamu dapat menerima pernyataan orang lain, yang berbeda dengan pendapatmu?

14 responses



In building critical thinking, acceptance of different answers is highly owned by participation. 42,9% were participants chose their doesn't accept a different answer to other people, 57,1% how a positive attitude towards acceptances different thought.

CONCLUSION

Finding creative and meaningful ways to engage students in the learning process can be an exciting endeavor. Of particular interest to social work educators is the need to teach both theoretical and practical skills. Thus, it is encouraging to find and utilize pedagogical tools that are not only equivalent to traditional modes of instruction, but can also prove to be more engaging and effective. The use of podcast production, embedded in clear goals for student learning (both theoretical and practical), has shown to be a method of teaching that can enhance student practice skills and critical and connective thinking, and offer a richer understanding of conceptual frameworks and theoretical models presented in the course. This is evidenced by the student survey results and final grades students received on the project through the use of grading rubric (see Appendix A) designed to assess four areas, including: content, application, complexity of ideas, as well as production and mechanics and delivery. Lastly, the researcher made countless decisions about my students' learning at every juncture. Students were asked to complete the project individually rather than as a group, they were tasked with interviewing someone they knew rather than a client they served in their field placement, preparing questions ahead of time rather than conduct the interview from scratch, conducting research and incorporating it into the final narrative rather than write a formal paper, and learning the technical aspects of podcast making rather than merely recording the interview and writing a script without student narration. Ultimately, I am convinced of the tremendous value of this engaging, nuanced, and innovative tool to enhance social work practice skills. Thus, as social work educators continue to train and equip students to be critical, reflective thinkers who are connected with clients, the current method of teaching must also be influenced by technology and innovation

REFERENCES

B. R. Utami and A. Y. Wahyudin, "DOES SELF-ESTEEM INFLUENCE STUDENT ENGLISH PROFICIENCY TEST SCORES ?," vol. 3, no. 2, pp. 16–20, 2022.

- M. D. Winaldo and L. Oktaviani, "INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE," vol. 3, no. 2, pp. 21–26, 2022.
- U. T. Indonesia, "UNDERGRADUATE STUDENTS ' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengti In this section , the results of data analysis from the questionnaire are explained in the form of tables and descriptive explanati," vol. 3, no. 2, pp. 27–32, 2022.
- Y. Ardesis, "POST-TRAUMATIC STRESS DISORDER IN THE STATIONERY SHOP NOVEL BY MARJAN KAMALI," vol. 3, no. 2, pp. 33–44, 2022.
- S. Suprayogi, S.- Samanik, E. A. Novanti, and Y.- Ardesis, "EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme," *Celt A J. Cult. English Lang. Teach. Lit.*, vol. 21, no. 1, p. 1, 2021, [Online]. Available: <http://journal.unika.ac.id/index.php/celt/article/view/2871>
- M. A. Akhdan and D. Aminatun, "THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC," vol. 3, no. 2, pp. 45–51, 2022.
- S. Gultom and L. Oktaviani, "THE CORRELATION BETWEEN STUDENTS ' SELF-ESTEEM AND THEIR ENGLISH PROFICIENCY TEST RESULT," vol. 3, no. 2, pp. 52–57, 2022.
- W. M. Seyoum, A. Yigzaw, and H. K. Bewuketu, "STUDENTS ' ATTITUDES AND P ROBLEMS ON Q UESTION-BASED," vol. 3, no. 2, pp. 58–63, 2022.
- A. Aprilia, D. Aminatun, and U. T. Indonesia, "Investigating Memory Loss: How Depression Affects S tudents' Memory Endurance 1,2," vol. 3, no. 1, pp. 1–11, 2022.
- D. T. Erlangga, "STUDENT PROBLEMS IN ONLINE LEARNING : SOLUTIONS TO KEEP EDUCATION GOING ON," vol. 3, no. 1, pp. 21–26, 2022.
- E. F. Baresh, "DEVELOPING LIBYAN UNDERGRADUATES ' WRITING SKILLS THROUGH REFLECTIVE JOURNALING : A CRITICAL LITERATURE REVIEW Teaching English in Libya Definition of Reflective Journal Writing," vol. 3, no. 1, pp. 27–35, 2022.
- E. Elbes and L. Oktaviani, "CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS," vol. 3, no. 1, pp. 36–45, 2022.
- [M. Hestiana, "THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS ' VOCABULARY," vol. 3, no. 1, pp. 46–53, 2022.
- M. Melinda, R. I. Borman, and E. R. Susanto, "Rancang Bangun Sistem Informasi Publik Berbasis Web (Studi Kasus: Desa Durian Kecamatan Padang Cermin Kabupaten Pesawaran)," *J. Tekno Kompak*, vol. 11, no. 1, pp. 1–4, 2018.
- N. Noviana and L. Oktaviani, "THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT

- UNIVERSITAS TEKNOKRAT,” vol. 3, no. 1, pp. 54–60, 2022.
- L. Oktaviani, Y. Fernando, R. Romadhoni, and N. Noviana, “Developing a web-based application for school counselling and guidance during COVID-19 Pandemic,” *J. Community Serv. Empower.*, vol. 2, no. 3, pp. 110–117, 2021, doi: 10.22219/jcse.v2i3.17630.
- S. Crisianita and B. Mandasari, “THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS ’,” vol. 3, no. 1, pp. 61–66, 2022.
- M. D. Ariastuti and A. Y. Wahyudin, “EXPLORING ACADEMIC PERFORMANCE AND LEARNING STYLE OF,” vol. 3, no. 1, pp. 67–73, 2022.
- F. Amin and A. Y. Wahyudin, “THE IMPACT OF VIDEO GAME : ‘ AGE OF EMPIRES II ’ TOWARD STUDENTS ’ READING COMPREHENSION ON NARRATIVE TEXT,” vol. 3, no. 1, pp. 74–80, 2022.
- R. W. Agustin and M. Ayu, “THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 1–7, 2021.
- S. Nurmala Sari, D. Aminatun, S. N. Sari, D. Aminatun, S. Nurmala Sari, and D. Aminatun, “Students’ Perception on the Use of English Movies to Improve Vocabulary Mastery,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 16–22, 2021, [Online]. Available: <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- N. R. Putri and F. M. Sari, “INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 23–31, 2021.
- A. Yuliansyah and M. Ayu, “The Implementation of Project-Based Assignment in Online Learning during Covid-19,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 32–38, 2021.
- A. H. Rahmania and B. Mandasari, “STUDENTS’ PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS’ PRONUNCIATION,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 39–44, 2021.
- N. Putri and D. Aminatun, “USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK?,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 45–50, 2021.
- W. I. Erya and R. Pustika, “THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS’ SPEAKING SKILL,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 51–56, 2021.
- A. Fiddiyasari and R. Pustika, “STUDENTS ’ MOTIVATION IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMA MUHAMMADIYAH,” vol. 2, no. 2, pp. 57–61, 2021.
- S. Isnaini and D. Aminatun, “DO YOU LIKE LISTENING TO MUSIC?: STUDENTS ’

- THOUGHT ON,” vol. 2, no. 2, pp. 62–67, 2021.
- A. M. Kiswardhani and M. Ayu, “MEMORIZATION STRATEGY DURING LEARNING PROCESS : STUDENTS ’ REVIEW,” vol. 2, no. 2, pp. 68–73, 2021.
- H. T. Yudha and B. Mandasari, “THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL,” vol. 2, no. 2, pp. 74–79, 2021.
- E. Afriyuninda and L. Oktaviani, “THE USE OF ENGLISH SONGS TO IMPROVE ENGLISH STUDENTS ’,” vol. 2, no. 2, pp. 80–85, 2021.
- Z. Nadya, R. Pustaka, and U. T. Indonesia, “THE IMPORTANCE OF FAMILY MOTIVATION FOR STUDENT TO STUDY ONLINE DURING THE COVID-19,” vol. 2, no. 2, pp. 86–89, 2021.
- D. Aminatun, “STUDENTS ’ PERSPECTIVE TOWARD THE USE OF DIGITAL COMIC,” vol. 2, no. 2, pp. 90–94, 2021.
- Y. Gustanti and M. Ayu, “the Correlation Between Cognitive Reading Strategies and Students ’ English Proficiency Test,” vol. 2, no. 2, pp. 95–100, 2021.
- R. R. F. Sinaga and L. Oktaviani, “The Implementation of Fun Fishing to Teach Speaking for Elementary School Students,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 1–6, 2020.
- A. Siregar and A. R. Utami, “ENGLISH LEARNING CURRICULUM IN JUNIOR HIGH,” vol. 8, no. 3, pp. 2–9, 2021.
- D. Apriyanti and M. Ayu, “Think-Pair-Share: Engaging Students in Speaking Activities in Classroom,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 13–19, 2020, doi: 10.33365/jeltl.v1i1.246.
- E. Putri and F. M. Sari, “INDONESIAN EFL STUDENTS’PERSPECTIVES TOWARDS LEARNING MANAGEMENT SYSTEM SOFTWARE,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 20–24, 2020.
- M. Lestari and A. Y. Wahyudin, “Language learning strategies of undergraduate EFL students,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 25–30, 2020.
- E. T. Handayani and D. Aminatun, “STUDENTS ’ POINT OF VIEW ON THE USE OF WHATSAPP GROUP,” vol. 1, no. 2, pp. 31–37, 2020.
- M. Ayu and Z. F. Pratiwi, “THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS’VOICE,” *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 93–99, 2021.
- M. W. B. Simamora and L. Oktaviani, “WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY,” *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 44–49, 2020.
- R. Ambarwati and B. Mandasari, “THE INFLUENCE OF ONLINE CAMBRIDGE

- DICTIONARY TOWARD STUDENTS' PRONUNCIATION AND VOCABULARY MASTERY," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 50–55, 2020.
- [O. A. Sasalia and F. M. Sari, "UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUDENTS' VIEWPOINT OF ITS EFFECTIVENESS," vol. 1, no. 2, pp. 56–60, 2020.
- L. A. Sartika and B. E. Pranoto, "Analysis of Humor in the Big Bang Theory By Using Relevance Theory : a Pragmatic Study," vol. 2, no. 1, pp. 1–7, 2021.
- J. Fakhrurozi and Q. J. Adrian, "Ekranisasi Cerpen ke Film Pendek: Alternatif Pembelajaran Kolaboratif di Perguruan Tinggi," in *Seminar Nasional Pendidikan Bahasa dan Sastra*, 2020, vol. 1, no. 1, pp. 91–97.
- L. Septiyana and D. Aminatun, "the Correlation Between Efl Learners' Cohesion and Their Reading Comprehension," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 68–74, 2021.
- I. Gulö, "Predicates of Indonesian and English Simple Sentences," *Teknosastik*, vol. 15, no. 2, pp. 76–80, 2019.
- B. E. Pranoto and L. K. Afrilita, "The organization of words in mental lexicon: evidence from word association test," *Teknosastik*, vol. 16, no. 1, pp. 26–33, 2019.
- H. Kuswoyo *et al.*, "Optimalisasi Pemanfaatan Google Apps untuk Peningkatan Kinerja Perangkat Desa Margosari, Kecamatan Metro Kibang, Lampung Timur," *J. Hum. Educ.*, vol. 2, no. 2, pp. 1–7, 2022, doi: 10.31004/jh.v2i2.47.
- L. Oktaviani, S. D. Riskiono, and F. M. Sari, "Perancangan Sistem Solar Panel Sekolah dalam Upaya Meningkatkan Ketersediaan Pasokan Listrik SDN 4 Mesuji Timur," in *Prosiding Seminar Nasional Darmajaya*, 2020, vol. 1, pp. 13–19.
- A. D. Wardaningsih, E. N. Endang, and W. Kasih, "COUNTER DISCOURSE OF MACULINITY IN AVENGER : END GAME MOVIE," no. August, 2022.
- M. Y. Kardiansyah, "Metaphysic Paradox upon Daemon Character as Delineated in Philip Pullman's Northern Lights".
- D. Amelia, "UPAYA PENINGKATAN KOSAKATA BAHASA INGGRIS MELALUI STORYTELLING SLIDE AND SOUND," *J. Soc. Sci. Technol. Community Serv.*, vol. 2, no. 1, pp. 22–26, 2021.
- H. Kuswoyo and A. Y. Audina, "Consecutive Interpreting Strategies on A Court Setting: A Study of English into Indonesia Interpretation," *TEKNOSASTIK*, vol. 18, no. 2, pp. 90–102, 2020.
- S. Suprayogi and P. B. Eko, "The Implementation of Virtual Exhibition Project in English for Tourism Class for University Students," *Acad. J. Perspect. Educ. Lang. Lit.*, vol. 8, no. 2, pp. 87–97, 2020.
- M. Fithratullah, "Globalization and Culture Hybridity; The Commodification on Korean

- Music and its Successful World Expansion,” *Digit. Press Soc. Sci. Humanit.*, vol. 2, no. 2018, p. 00013, 2019, doi: 10.29037/digitalpress.42264.
- E. N. E. W. Kasih, S. Suprayogi, D. Puspita, R. N. Oktavia, and D. Ardian, “Speak up confidently: Pelatihan English Public Speaking bagi siswa-siswi English Club SMAN 1 Kotagajah,” *Madaniya*, vol. 3, no. 2, pp. 313–321, 2022, [Online]. Available: <https://madaniya.pustaka.my.id/journals/contents/article/view/189>
- A. Afrianto and I. Gulö, “Revisiting English competence at hotel,” *Teknosastik*, vol. 17, no. 1, pp. 35–39, 2019.
- L. Oktaviani and F. M. Sari, “REDUCING SOPHOMORE STUDENTS’DILEMA IN CREATING AN APPEALING TEACHING MEDIUM THROUGH SLIDESGO USAGE,” *J. IKA PGSD (Ikatan Alumni PGSD) UNARS*, vol. 8, no. 2, pp. 342–349, 2020.
- B. Mandasari and L. Oktaviani, “The Influence of Nias Language to Bahasa Indonesia,” *Premise J. English Educ. Appl. Linguist.*, vol. 7, no. 2, pp. 61–78, 2018.
- D. Puspita, “CORPUS BASED STUDY: STUDENTS’LEXICAL COVERAGE THROUGH BUSINESS PLAN REPORT WRITING,” *16 Novemb. 2019, Bandar Lampung, Indones. i.*
- I. Gulö and T. V. Rahmawelly, “An Analysis of Omission in Students’ English Writings,” *Teknosastik*, vol. 16, no. 2, pp. 55–59, 2019.
- L. U. Qodriani and I. D. P. Wijana, “The ‘New’Adjacency Pairs in Online Learning: Categories and Practices,” in *Ninth International Conference on Language and Arts (ICLA 2020)*, 2021, pp. 121–125.
- H. Kuswoyo, E. T. S. Sujatna, Afrianto, and A. Rido, “„This novel is not totally full of tears...“: Graduation Resources as Appraisal Strategies in EFL Students” Fiction Book Review Oral Presentation,” *World J. English Lang.*, vol. 12, no. 6, pp. 294–303, 2022, doi: 10.5430/wjel.v12n6p294.
- E. A. Novanti and S. Suprayogi, “Webtoon’s Potentials to Enhance EFL Students’ Vocabulary,” *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 83–87, 2021, [Online]. Available: <https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index>
- H. Kuswoyo and R. A. Siregar, “Interpersonal metadiscourse markers as persuasive strategies in oral business presentation,” *Ling. Cult.*, vol. 13, no. 4, pp. 297–304, 2019.
- P. Mulyah and D. Aminatun, “Teaching English for Specific Purposes in Vocational High School: Teachers’ Beliefs and Practices.,” *J. English Teach.*, vol. 6, no. 2, pp. 122–133, 2020.
- M. Y. Kardiansyah, “English Drama in the Late of VictoriaKardiansyah, M. Y. (2019). English Drama in the Late of Victorian Period (1880-1901): Realism in Drama Genre Revival. Teknosastik, 15(2), 64–68.n Period (1880-1901): Realism in Drama Genre Revival,” *Teknosastik*, vol. 15, no. 2, pp. 64–68, 2019.

- M. Y. Kardiansyah and L. U. Qodriani, "ENGLISH EXTRACURRICULAR AND ITS ROLE TO IMPROVE STUDENTS' ENGLISH SPEAKING ABILITY," *RETORIKA J. Ilmu Bhs.*, vol. 4, no. 1, pp. 60–69, 2018.
- S. Samsugi, Z. Mardiyansyah, and A. Nurkholis, "Sistem Pengontrol Irigasi Otomatis Menggunakan Mikrokontroler Arduino UNO," *J. Teknol. dan Sist. Tertanam*, vol. 1, no. 1, pp. 17–22, 2020.
- C. F. Hasri and D. Alita, "Penerapan Metode Naïve Bayes Classifier Dan Support Vector Machine Pada Analisis Sentimen Terhadap Dampak Virus Corona Di Twitter," *J. Inform. dan Rekayasa Perangkat Lunak*, vol. 3, no. 2, pp. 145–160, 2022, [Online]. Available: <http://jim.teknokrat.ac.id/index.php/informatika>
- R. Fadilah and H. Kuswoyo, "Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press," 2021.
- A. Suhendri, B. D. Juniansyah, M. J. Priono, and D. Darwis, "Implementasi Kombinasi Affine Cipher dan One-time Pad Dalam Pengamanan Pengiriman Pesan," *J. Inform.*, vol. 18, no. 2, pp. 124–129, 2018.
- B. D. Juniansyah, E. R. Susanto, and A. D. Wahyudi, "Pembuatan E-Commerce Pemesanan Jasa Event Organizer Untuk Zero Seven Entertainment," *J. Tekno Kompak*, vol. 14, no. 1, pp. 41–46, 2020.
- S. Samsugi, A. I. Yusuf, and F. Trisnawati, "Sistem Pengaman Pintu Otomatis Dengan Mikrokontroler Arduino Dan Module Rf Remote," *J. Ilm. Mhs. Kendali dan List.*, vol. 1, no. 1, pp. 1–6, 2020, doi: 10.33365/jimel.v1i1.188.
- A. Gunawan, E. Sopandi, M. Salsabila, M. I. Pangestu, and R. Assifah, "Pengaruh Reward dan Punishment Terhadap Kinerja Karyawan PT. Bintang Toedjoe Cikarang," *J. Manaj.*, vol. 11, no. 1, pp. 1–9, 2023.
- N. Salsabila, "Klasifikasi Barang Menggunakan Metode Clustering K-Means Dalam Penentuan Prediksi Stok Barang," *Cent. Libr. Maulana Malik Ibrahim State Islam. Univ. Malang*, 2018.
- D. Bryllian and K. Kisworo, "Sistem Informasi Monitoring Kinerja Sdm (Studi Kasus: Pt Pln Unit Pelaksana Pembangkitan Tarahan)," *J. Inform. dan Rekayasa Perangkat Lunak*, vol. 1, no. 2, pp. 264–273, 2021, doi: 10.33365/jatika.v1i2.622.
- K. Kisworo, "FMADM: Yager Model In Fuzzy Decision Making," *J. Tekno Kompak*, vol. 12, no. 1, pp. 1–4, 2018.
- S. A. CS, "Analisis Pengaruh Intellectual Capital Terhadap Kinerja Keuangan Perusahaan (Studi Kasus Perusahaan Sektor Keuangan Yang Terdaftar Di Bursa Efek Indonesia (BEI) Pada Tahun 2008-2017)." Universitas Gadjah Mada, 2019.
- D. Alita, I. Tubagus, Y. Rahmanto, S. Styawati, and A. Nurkholis, "Sistem Informasi Geografis Pemetaan Wilayah Kelayakan Tanam Tanaman Jagung Dan Singkong Pada Kabupaten Lampung Selatan," *J. Soc. Sci. Technol. Community Serv.*, vol. 1, no. 2, 2020.

- A. Y. Wahyudin, R. Pustika, and M. W. Simamora, "Vocabulary Learning Strategies of Efl Students At Tertiary Level," *J. English Lit. Educ. Teach. Learn. English as a Foreign Lang.*, vol. 8, no. 2, pp. 101–112, 2021, doi: 10.36706/jele.v8i2.15647.
- S. D. Ramdan and N. Utami, "Pengembangan Koper Pintar Berbasis Arduino," *J. ICTEE*, vol. 1, no. 1, pp. 4–8, 2020, doi: 10.33365/jictee.v1i1.699.
- A. R. Isnain *et al.*, *Comparison of Support Vector Machine and Naïve Bayes on Twitter Data Sentiment Analysis*, vol. 6, no. 1. 2021, pp. 56–60.
- Y. Rahmanto, J. Alfian, D. Damayanti, and R. I. Borman, "Penerapan Algoritma Sequential Search pada Aplikasi Kamus Bahasa Ilmiah Tumbuhan," *J. Buana Inform.*, vol. 12, no. 1, p. 21, 2021, doi: 10.24002/jbi.v12i1.4367.
- F. Savestra, S. Hermuningsih, and G. Wiyono, "Peran Struktur Modal Sebagai Moderasi Penguatan Kinerja Keuangan Perusahaan," *J. Ekonika J. Ekon. Univ. Kadiri*, vol. 6, no. 1, pp. 121–129, 2021.
- R. R. Suryono, Y. A. Nurhuda, and M. Ridwan, "Analisis Perilaku Pengguna Sistem Informasi Pengetahuan Obat Buatan Untuk Kebutuhan Swamedikasi," *J. Teknoinfo*, vol. 13, no. 1, p. 1, 2019, doi: 10.33365/jti.v13i1.134.
- L. Andraini and C. Bella, "Pengelolaan Surat Menyurat Dengan Sistem Informasi (Studi Kasus : Kelurahan Gunung Terang)," *J. Portal Data*, vol. 2, no. 1, pp. 1–11, 2022, [Online]. Available: <http://portaldata.org/index.php/portaldata/article/view/71>
- A. T. Prastowo, D. Darwis, and N. B. Pamungkas, "Aplikasi Web Pemetaan Wilayah Kelayakan Tanam Jagung Berdasarkan Hasil Panen Di Kabupaten Lampung Selatan," *J. Komputasi*, vol. 8, no. 1, pp. 21–29, 2020.
- D. Setiawan, "RANCANG BANGUN PENGENDALI PINTU DAN GERBANG MENGUNAKAN ANDROID BERBASIS INTERNET OF THING." Universitas Teknokrat Indonesia, 2021.
- A. Damuri, U. Riyanto, H. Rusdianto, and M. Aminudin, "Implementasi Data Mining dengan Algoritma Naïve Bayes Untuk Klasifikasi Kelayakan Penerima Bantuan Sembako," *J. Ris. Komput.*, vol. 8, no. 6, pp. 219–225, 2021, doi: 10.30865/jurikom.v8i6.3655.
- A. Haslindah, T. Santoso, and R. Syarifuddin, "ASSESSMENT KEPUASAN PELANGGAN TERHADAP LAYANAN SEWA KENDARAAN DI PT. ADI SARANA ARMADA Tbk MAKASSAR SAAT PANDEMI COVID-19," *ILTEK J. Teknol.*, vol. 16, no. 2, pp. 108–115, 2021, doi: 10.47398/iltek.v16i2.657.
- S. Sintaro, A. Surahman, L. Andraini, and I. Ismail, "Implementasi Motor Driver Vnh2Sp30 Pada Mobil Remote Control Dengan Kendali Telepon Genggam Pintar," *Jtst*, vol. 3, no. 1, pp. 9–16, 2022.
- P. Farras and E. Nurmaily, "a Semiotic Analysis on Eldorado Poem By Edgar Allan Poem," *Linguist. Lit. J.*, vol. 1, no. 2, pp. 78–84, 2020, doi: 10.33365/llj.v1i2.284.

- A. D. Wardaningsih and E. N. E. W. Kasih, "Delineation of Women Identity in the Disney Animated Film *Ecanto* (2019)," *Lire J. (Journal Linguist. Lit.)*, vol. 6, no. 2, pp. 209–229, 2022, doi: 10.33019/lire.v6i2.160.
- F. K. Bhakti, I. Ahmad, Q. J. Adrian, S. Informasi, F. Teknik, and U. T. Indonesia, "PERANCANGAN USER EXPERIENCE APLIKASI PESAN ANTAR DALAM KOTA MENGGUNAKAN METODE DESIGN THINKING (STUDI KASUS : KOTA BANDAR LAMPUNG)," vol. 3, no. 2, pp. 45–54, 2022.
- N. Nuraziza, L. Oktaviani, and F. M. Sari, "EFL Learners' Perceptions on ZOOM Application in the Online Classes," *Jambura J. English Teach. Lit.*, vol. 2, no. 1, pp. 41–51, 2021, doi: 10.37905/jetl.v2i1.7318.
- Samanik, "A Contextual Approach: Business Presentation to Accelerate EFL Learners' English Speaking Skill Samanik Universitas Teknokrat Indonesia," 2018.
- L. K. Candra and L. U. Qodriani, "An Analysis of Code Switching in Leila S. Chudori's For Nadira," *Teknosastik*, vol. 16, no. 1, p. 9, 2019, doi: 10.33365/ts.v16i1.128.