

## THE EFFECTIVENESS OF MONOLOGUE INTEGRATED WITH WORD CARDS ON SPEAKING SKILL

**Bagus Putra Krisdiana**

*(bagusputrakrisdiana@gmail.com)*

*Pusat Pengembangan Bahasa*

*Universitas Islam Negeri Maulana Malik Ibrahim Malang*

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### ARTICLE

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### ABSTRACT

Speaking skill can be practiced in various ways. To master it, the researcher researched by using one of them by integrating it with word cards. The researcher used monologue integrated with word cards to investigate whether the integration was effective or not in increasing speaking skill. This study was restricted to the eleventh graders of the public upper level of secondary school. By using a one-group pre-test and post-test design, treatments were given to the 30 learners for six meetings. To achieve the aim of the study, two tests were constructed, in which a pre-test was given before while a post-test was given after the treatments. After the treatments finished, the scores of both tests were compared. The data analysis showed that the mean score of the pre-test was 42.3 while the post-test was 71.4 where  $t_{\text{value}} = 31.753$  with significance = .000 or  $t_{\text{tabel}}$  of  $df = 29$  with significance level .05 = 2.045, which means  $t_{\text{value}} > t_{\text{tabel}}$  or significance < .05. The result showed that the learners gained a significantly higher score in the post-test if it was compared to the one in the pre-test. It means that monologue integrated with word cards was effective in increasing speaking skill.

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## INTRODUCTION

English, in a short period, became one of the leading languages of communication worldwide. It is increasingly widespread and dominating compared to other languages. To master English perfectly, there are four skills that people should be competent with, and they are speaking, listening, reading, and writing. Yet, speaking seems to be the most important of all (Ur, 1996). Speaking skill plays an essential role in life and in the field of work, speaking skill can support someone's career since some jobs are requiring their employees to have speaking skill in English (Krisdiana, et al, 2018). Without knowing the English language and good speaking skill, people may find it challenging to achieve a higher position (Morozova, 2013).

Speaking is a productive skill which is useful and essential with a target to express ideas freely and spontaneously (Krisdiana, 2017; Fachrurrazy, 2014). A critical factor in developing a second or foreign language is giving learners opportunities and encouragement to speak through a speaking practise as something to do to use the target language (Bilbrough, 2007; Scrivener, 2005; Richard, et al., 2002). Therefore, practising speaking English is the only way to be a good English speaker (Offner, 1997). There are a lot of ways that can be used to practice speaking English. Some of them can be done alone with no partners. In doing that, people can speak in monologue. One of the strategies that can be used to express in the monologue is telling a story or creating a story orally.

According to Heaton (1998:100), there are three components in speaking skill, namely fluency, accuracy, and comprehensibility. Fluency, according to Brown (1997) is the ability to speak fluently with indicators that signs of fluency include a reasonably fast speed of speaking and only a small number pauses and "ums" or "ers". By showing these signs, it means that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Then, accuracy, according to Brown (1997), it deals with the extent to which learners' speech matches what people actually say when they use the target language. Accuracy concerns a matter of grammatical productivity of a speech performed by a speaker. And the last component refers to comprehensibility, it is an element of language control. Moreover, it is generally intelligible in which language is easily understood. It is related to how understandable the speech of the speaker is. Lack of language control shows errors in the speech that generally impedes comprehensibility (Heaton, 1998).

However, Brown (2001:241) adds that there are three essential items of speaking, referring to both fluency and comprehensibility. Firstly, form-focused instruction that is attention to detail of pronunciation, grammar, and vocabulary. Secondly, meaning-focused instruction, that is opportunities to produce a meaningful spoken message with a real communicative purpose. At last, opportunities to improve fluency. Meilyaningsih (2015) added that speaking as performance tends to be in the form of monologue rather than a dialogue in which it often follows a recognizable format. Speaking is closer to written language than conversational language

## **LITERATURE REVIEW**

### **Monologue**

A monologue is a speaking activity done by a person having no partners in speaking turn and uninterrupted by other peoples. Besides, Kumaravadivelu (2006) claimed that monologue could be a dialogue involving two or more people but only controlled by a person. Monologue suits learners at intermediate to advanced levels (Brown, 2001). Nevertheless, the topics used should still be adapted to

the level of the subjects of the research and exciting for them. Moreover, Brown (2007), Brown (2004), and Nunan (2003) claimed spoken language in monologues is when one speaker uses spoken language of any length of time, as in speeches, lectures, readings, news broadcaster, oral reports, oral presentation, summaries, and story-telling, and they are done without interruptions by the listeners.

The monologue is divided into two; formal and informal. Brown (2014), Nunan (2003), and Brown (2001) explained that in formal monologue, it involves planning and usually shows little redundancy so it is relatively difficult to comprehend, like reports, summaries, short speeches, while in informal one, it is impromptu or unplanned, such as casually delivered speech and shows more redundancy making easier to comprehend, like a recipe for food, recounting a story, and so on. Besides the strategy, as mentioned earlier, a media also plays an essential role for learners to improve their speaking skill.

### **Word Cards**

Some media can be used to practice and improve speaking skill, and one of them is a word card (Krisdiana, 2017). Word card is a part of flashcards usually design with the size of a playing card containing vocabulary words functioned to create a connection between the form and the meaning of a target word (Krisdiana, 2017; Lavoie, 2016; Scrivener, 2005). Vocabulary is a part of speaking. People with a lack of vocabulary cannot speak English well. For that reason, speaking and vocabulary cannot be separated. Koizumi, et al. (2013) and Aitchison (2003) stated that vocabulary knowledge can predict how people speak because they have to recall adequate words to use, and people with little vocabulary may feel difficult to speak.

Krisdiana, Irawati, and Kadarisman (2018) used word cards to teach learners by combining it with a strategy of teaching speaking, and the result was being able to increase learners' speaking score. Furthermore, a word can be a good strategy for speaking practice if the words are learned continuously, and learners can acquire enough knowledge to use words comfortably in speaking (Richek, 2005). Moreover, Willis (1982) put some words to be expanded into a sentence. This way facilitates learners to develop sentences since it encourages them to speak. So, it is believed that word cards are helpful to make learners have a long monologue by mentioning the words written on the word cards while they are speaking.

Another previous study about integrating word card with role play was conducted by Krisdiana, et al. (2018). By using word cards, the researchers were interested in integrating them with monologue since there is no research study the combination of monologue and word cards. By integrating monologue and word cards, the researcher expected that learners be assisted more in

learning to speak and mastering speaking. Therefore, the research question to be answered in this study is "Is monologue integrated with word cards effective in increasing speaking skill?"

## **METHOD**

The research design used in the study was experimental research. Latief (2013) stated that experimental research is powerful to establish a cause-and-effect relationship involving two or more variables, the variable that becomes the cause (independent) and the variable that becomes the effect (dependent). By employing a pre-experimental design, this research was to know the result of the effectiveness of a specific strategy, monologue, and media, word cards which were integrated and used to teach speaking. The pre-experimental design may have a pretest and posttest, and with only an experiment group, without a control group (Nunan, 1992). With only one group, the subjects of this study were the eleventh grader of the public upper level of secondary school. The researcher chose SMAN 01 Sumberpucung to conduct the study.

In the design, the researcher gave a pretest and posttest for a group. The pretest was conducted to measure the subjects' speaking skill before they got treatments while the posttest was conducted to see the effects after getting the given treatments. The result of the pretest and posttest were, then, compared. A pre-experimental research design involved two variables; independent and dependent variables. The independent variable was the teaching of monologue integrated with word cards while the dependent variable was the learners' achievement on speaking skill.

### ***Research instruments***

In doing the study, the researcher used two instruments; pre-test and post-test.

- a. Pre-test - It was used to examine the subjects' initial mastery of speaking achievement before they got the treatments.
- b. Post-test- It was used to measure the subjects' speaking achievement after they got the treatments.

### ***Data Collection***

The researcher gave the learners a pre-test to obtain the needed data. It was to measure the learner speaking skill and scores before they got treatments from the researcher. After the pre-test was done, the learners, then, got a series of treatments in the form of speaking in monologue integrated with word cards in a few meetings. At the same time, the researcher distributed several topics to be selected by the learners. The top six topics selected most by the learners were used as the treatments.

In 1<sup>st</sup> meeting, the researcher introduced the study in that class contained 33 learners. It was an opening session to show the learners what they will do the study that would be conducted for eight meetings. The researcher needed eight meetings for the study in which those meetings consisted of two meetings for the tests; pretest in the first meeting and posttest in the last meeting; and six meetings for the treatments. In 1<sup>st</sup> meeting, the researcher gave the learners a pre-test where they were asked to speak in a monologue based on the topic they had gotten. They might choose one of 3 tenses they wanted to use, namely past tense, present tense, and future tense. At that time, they had to create an imagination as if they had done, did, or would do it. After the pre-test finished, he gave an example of speaking in monologue integrated with word cards in 3 tenses. The last, several topics were distributed to the learners to be chosen based on their interests. Then, the most six interesting topics became materials as the treatments.

In the next meeting, the researcher gave the learners the treatments for six meeting starting from 2<sup>nd</sup> meeting to 7<sup>th</sup> meeting. The treatments were in the form of monologue integrated with word cards based on the topics which had been selected randomly. From the six meetings, they were divided into 3 in which every tense had two meetings, so the 2<sup>nd</sup> and 3<sup>rd</sup> meetings were for past tense, the 4<sup>th</sup> and 5<sup>th</sup> meetings were for present tense, and the 6<sup>th</sup> and 7<sup>th</sup> meetings were for future tense. There were 30 words on the cards to be given to the learners. The learners, then, were asked to take ten cards randomly. After that, the learners were asked to speak by creating their own stories based on the situations or expositions of the topics. Those performing their speaking had to mention the words on the word cards which had been chosen. While a learner was speaking in front of class, the other learners were listening to him/her and corrected if there were mistakes done in speaking. Then the mistakes were discussed together after performing.

In the last meeting in which it was 8<sup>th</sup> meeting, after the researcher finished giving the treatments to the learners, he gave them a posttest. Next, both results of the posttest and pretest were compared.

### ***Data Analysis***

At last, after obtaining the learners' scores of the post-test, then the researcher compared both the pre-test and post-test results. For the practicality of the calculation, the researcher used the SPSS v25 program to calculate the result. To answer the research question, the obtained scores from both pre-test and post-test were analyzed by using t-test. Dealing with data analysis, the obtained data from the pretest and posttest were scored by statistical computation. To avoid the error result, the researcher analyzed the data by using computerized program. Then, after the study finished, the

researcher measured the quantitative data which had been collected. In this case he used t-tests to compare means and standard deviations of the pre- and post-tests. To get the result, the hypothesis was tested by the researcher by transforming it into the null hypothesis. For the criterion for the rejection of the null hypothesis, the researcher used the significance level of 0.05.

## FINDINGS

In this study, the researcher was assisted by two raters to score each learners' performance. Besides, the scores from the three raters were calculated by using Microsoft Excel and then analyzed by the SPSS v25 program. The summary of the learners' score for the pretest can be seen in Table 1 while the posttest can be seen in Table 2.

**Table 1 Summary of the Learners' scores in the Pretest**

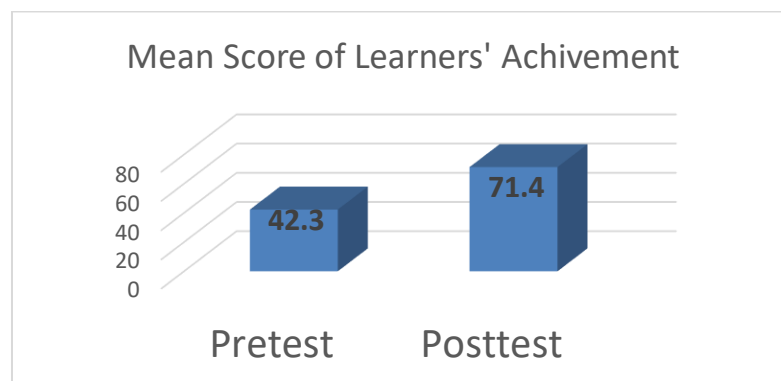
N	Lowest	Highest	Mean	Total
30	33	55	42.3	1269

If it is seen in Table 1, the obtained data show that the highest score of 30 learners is 55 while the lowest one is 33. With 1269 as the total score, after it is divided into the numbers of the learners, the mean score is 42.3

**Table 2 Summary of the Learners' scores in the Posttest**

N	Lowest	Highest	Mean	Total
30	60	92	71.4	2142

If it is seen in Table 2, the obtained data show that the highest score in the posttest is 92 while the lowest one is 60. With the total score of 2142, it is found that the mean score in the posttest is 71.4. Means of Learners' Speaking Achievement between the pre-test and post-test are transferred to Figure 1 to see the general difference in the scores.



**Figure 1 Means of Learners' Speaking Achievement between the Pretest and Posttest**

Figure 1 shows that the mean score of the posttest is higher than the one of the pretest. The mean score in the pretest is 42.3 while the one in the posttest is 71.4. The difference in the means between the pretest and posttest is 29.1.

### *Test of Normality of the Data*

In testing the data, the researcher checked it using Shapiro-Wilk's column to know whether they were normally distributed or not. The results showed that the learners' scores in fluency, pronunciation, grammatical accuracy, and vocabulary either in the pre-test or in the post-test were normally distributed since all of the significant scores were  $> .05$ . So, the researcher continued the analysing process using the Paired-Sample T-Test.

### *Paired-Sample T Test Results*

To know the different means of the pretest and posttest, the researcher needed to test them by using Paired Sample T-test. In statistics, there are  $t_{score}$  and  $t_{table}$ . If  $t_{score} > t_{table}$  or significance  $< \alpha$  5%, it means that there is significant improvement in which the result of the pretest was significantly higher than the result of the posttest in other words it showed the results before and after the treatments were done. To find out more specific differences between the scores of the pretest and posttest in which if it is specifically seen based on each component of speaking such as fluency, pronunciation, grammatical accuracy, and vocabulary, the researcher presents them in the following tables. Table 3, 4, 5, and 6 present the results of the pre-test and post-test of each component.

**Table 3 Mean Scores of Fluency in the Pretest and in the Posttest**

Variable	Test	Mean	t value	df	Sig.	Note
Fluency	Pre-test	10.73	-6.594	29	.000	Significantly Different
	Pos-ttest	18.26				

If it is seen in Table 3, the obtained data show that  $t_{value} = 6.594$  with significance = .000.  $T_{table}$  of  $df = 29$  with significance level  $.05 = 2.045$ . In other words,  $t_{value} > t_{table}$  or significance  $< .05$ . As a result, it is concluded that there is a significant difference in the scores of the fluency between the pretest and the posttest. It is known that the post-test has a higher mean score than the pre-test, in which 18.26 is for the post-test and 10.73 is for the pre-test. Therefore, monologue integrated with word cards is effective in increasing learners' fluency in speaking skill.

**Table 4 Mean Scores of Grammatical Accuracy in the Pretest and in the Posttest**

Variable	Test	Mean	t value	df	Sig.	Note
Grammatical Accuracy	Pre-test	10.33	-18.616	29	.000	Significantly Different
	Post-test	18.43				

If it is seen in Table 4, the obtained data show that  $t_{\text{value}} = 18.616$  with significance = .000.  $T_{\text{tabel}}$  of  $df = 29$  with significance level .05 = 2.045. In other words,  $t_{\text{value}} > t_{\text{tabel}}$  or significance < .05. As a result, it is concluded that there is a significant difference in the scores of the grammatical accuracy between the pre-test and the post-test. It is known that the post-test has a higher mean score than the pre-test, in which 18.43 is for the post-test and 10.33 is for the pre-test. Therefore, monologue integrated with word cards is effective in increasing learners' grammatical accuracy in speaking skill.

**Table 5 Mean Scores of Pronunciation in the Pretest and in the Posttest**

Variable	Test	Mean	t value	df	Sig.	Note
Pronunciation	Pre-test	10.73	-12.042	29	.000	Significantly Different
	Post-test	16.06				

If it is seen in Table 5, the obtained data show that  $t_{\text{value}} = 12.042$  with significance = .000.  $T_{\text{tabel}}$  of  $df = 29$  with significance level .05 = 2.045. In other words,  $t_{\text{value}} > t_{\text{tabel}}$  or significance < .05. As a result, it is concluded that there is a significant difference in the scores of the pronunciation between the pre-test and the post-test. It is known that the post-test has a higher mean score than the pre-test, in which 16.06 is for the post-test and 10.73 is for the pre-test. Therefore, monologue integrated with word cards is effective in increasing learners' pronunciation in speaking skill.

**Table 6 Mean Scores of Vocabulary in the Pretest and in the Posttest**

Variable	Test	Mean	t value	Df	Sig.	Note
Vocabulary	Pre-test	10.5	-16.736	29	.000	Significantly Different
	Post-test	18.63				

If it is seen in Table 6, the obtained data show that  $t_{\text{value}} = 16.736$  with significance = .000.  $T_{\text{tabel}}$  of  $df = 29$  with significance level .05 = 2.045. In other words,  $t_{\text{value}} > t_{\text{tabel}}$  or significance < .05. As a result, it is concluded that there is a significant difference in the scores of the vocabulary between the pre-test and the post-test. It is known that the post-test has a higher mean score than the pretest,



in which 18.63 is for the post-test and 10.5 is for the pre-test. Therefore, monologue integrated with word cards is effective in increasing learners' vocabulary in speaking skill.

**Table 7. Mean Scores of Speaking Skill in the Pretest and in the Posttest**

Variable	Test	Mean	t value	df	Sig.	Note
Vocabulary	Pre-test	42.3	-31.753	29	.000	Significantly Different
	Post-test	71.4				

If it is seen in Table 7, the obtained data show that  $t_{\text{value}} = 31.753$  with significance = .000.  $T_{\text{tabel}}$  of  $df = 29$  with significance level .05 = 2.045. In other words,  $t_{\text{value}} > t_{\text{tabel}}$  or significance < .05. As a result, it is concluded that there is a significant difference in the scores of pre-test and the post-test. It is known that the post-test has a higher mean score than the pre-test, in which 71.4 is for the post-test and 42.3 is for the pre-test. Therefore, monologue integrated with word cards is effective in increasing learners' speaking skill.

## DISCUSSION

In the process of analysing the data, the statistical calculation showed that the learners' mean score in the post-test was significantly higher than in the pre-test. The significant improvement was not only in the scores in a unit that was speaking skill, but also the score in each component, namely fluency, grammatical accuracy, pronunciation, and vocabulary. It means that monologue integrated with word cards was effective in increasing fluency, grammatical accuracy, pronunciation, and vocabulary in speaking skill. The researcher used the obtained scores to test the hypothesis. The research hypothesis, monologue integrated with word cards is effective in increasing learners' speaking skill, was tested. As a result, the research question, "is monologue integrated with word cards effective in increasing learners' speaking skill?" could finally be answered. Finally, the result of the study shows that it met the research hypothesis and rejected the null hypothesis.

This study was done with higher secondary level learners in which based on the research finding, the researcher found their weakness in performing in the early treatments. First, some learners used the Indonesian language too much while they were performing their monologue. Second, some learners felt it difficult to express their ideas to arrange sentences, whether in using the past tense, present tense, or future tense. Third, some of them used many pauses in their speaking performance. Fourth, some of them performed with unsatisfied vocabulary and grammar. Koizumi and In'nami (2013) stated that learners with more deficient vocabulary knowledge might be difficult to search for appropriate words. Fifth, some of them felt difficult to connected the targeted words to each other

since they had not been trained sufficiently. The targeted words were functioned to help the learners upgrade their speaking skill. The learners are encouraged to develop their speaking until they reach the targeted words to mention (Richek, 2005).

Sixth, some of them mentioned the words carelessly without any consideration why they should have mentioned the words, so they made their sentences not cohesive and coherent. Conversely, some learners could use the targeted words into their performances well, shown when they used them. At the same time, they told recount or narrative stories, described their family, daily life, and so on, and made their plans in the future using coherent and relevant sentences from a sentence to others. It was also caused since they could learn new words quickly. Koizumi and In'nami (2013) also add that speaking proficiency can be effectively predicted by vocabulary knowledge. Moreover, after they got the six-meeting treatments, the research finding indicated that monologue integrated with word cards could give contributions to increasing learners' speaking skill.

Monologue, according to Davis (2007) is a personal and participatory speech act, even though only one person may be speaking. Yet, in this current study, the researcher combined monologue with word cards. As good media to teach English, word cards integrated with monologue became a challenge for the learners to develop their speaking by mentioning the targeted words. The integration showed that it brought a positive effect increasing speaking skill significantly. Word cards are good media to teach vocabulary and vocabulary itself cannot separate from speaking since they brought significantly higher scores on vocabulary retention and gave the positive impact and progress on vocabulary (Krisdiana, Irawati, and Kadarisman, 2018; Lavoie, 2016; Kuo and Ho, 2012). Furthermore, Krisdiana, et al (2018) stated that speaking cannot run well and fluently without good vocabulary words since they are needed to create sentences.

A study conducted by Firmansyah, et al. (2014) showed that through narrative monologue, there was significant progress in speaking skill gained by the subjects in fluency and comprehensibility, so it was claimed as an effective way to improve achievement in speaking. They applied it using a shrinking story or story-telling. The use of the word card here as similar to a shrinking story done by Firmansyah, et al. (2014). The difference of those is shrinking story was used to retell the existed story while the word cards were used to trigger learners to express ideas in sentences they produced instantly when they got the word cards.

The study about using word cards to trigger learners to speak was also done by Krisdiana, et al. (2018). It was found that the learners might create their sentences provided they were not out of context based on the word cards they had. Sentences can be built by expanding words as a way of mastering vocabulary (Nagy, et al., 2000; Willis, 1982). By expanding words into sentences, the learners

also got new vocabulary words to be used in which if they often used them, they would get additional knowledge about those words. Concerning the words on the cards, if they are verbs, the learners might change the words' forms shown in the word cards from present form to past one conversely, so it became their other challenge to arrange a good story based on their vocabulary mastery. This way could help them develop not only speaking but also vocabulary.

## CONCLUSION

The learners taught using monologue integrated with word cards showed higher achievement in speaking. The learners were not only allowed to use some words in a sentence, but also they might use a word for some sentence. This expanded a longer speech on condition that the sentences were coherent and cohesive with the other ones. The integration of monologue and word cards gave contributions to speaking skill shown with the significant increasing scores of the learners from the pretest to the posttest. This means that monologue integrated with word cards was effective and successful in helping the learners upgrade their speaking skill.

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