

**THE USE OF ICT IN RELATION TO THE PARAGRAPH WRITING
ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS
AT SRIWIJAYA UNIVERSITY**

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Abstract

Technology has spread throughout the world and has been used by the world community in the 21st century era. The use of technology is integrated into almost all aspects of human life, including education in paragraph writing. The objective of this study was to find out whether or not there was any significant correlation between the use of ICT and paragraph writing achievement. The sample of this study was 75 fourth-semester students of English Education Study Program at Sriwijaya University. The sampling technique used was total sampling method. In collecting the data, two kinds of instruments, the use of ICT tools questionnaire and paragraph writing achievement were used. The Pearson Product Moment Correlation Coefficient was used to analyse the data. The correlation coefficient (Pearson Correlation) was 0.591, it means the degree of the correlation was fair correlation and the result of Pearson Product Moment Correlation Coefficient showed that there was a significant correlation between the use of ICT and paragraph writing achievement because p-value (0.000) was lower than (0.05).

Keywords: correlation, ICT, paragraph writing achievement

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Introduction

In the field of education, technology has become a new concept of teaching and learning activities as stated in the higher education curriculum. Universities begin to provide technology-based learning where teachers lead students to learn through technology. Technology-based learning has become a new idea in 21st century learning since technological development has helped community activities in short technology is a means for learning that helps students and teachers both formally and informally (Inderawati, Petrus, and Jaya, 2019). Digital technology supports new teaching pedagogies and learning approaches, which offers high involvement of students, reduce the operational costs and support in retaining the school and university brands and reputations. For instance, technology provides an opportunity to connect with

the national or international experts or even lecturers with new schools and universities (Kumar & Nanda, 2016). It is in line with what Inderawati, Sofendi, Purnomo, Vianty, and Suhendi (2019) obtained in their study about EFL teachers' engagement in utilizing technology for learning supports. It showed that there were many things to be included: the place, class management, equipment, application, instructional material, supporting crew, and instructors' relation in learning activities. Moreover, mastery of technology is considered to be one of the conditions to keep up with changes in the world in the 21st century (Pacific Policy Research Center, 2010).

Internet users and Population Statistics report that there were 63.5 penetration internet users in Asia. As one of the largest ASEAN countries, Indonesia has been progressively increasing its telecommunication

network over the last decade with more than 171,260,000 Internet users in June 2019, from the total population of 273,523,615 in the year 2020. Indonesia ranked number 4 within the Top 20 countries with the highest number of Internet users (Internet World Stat, 2020).

With the rapidly increasing popularity of the internet in recent years, the diversity of learning programs continue to shift and change according to the demands of society. Nevertheless, since the development of communicative skills, language learning requires social interaction between the teacher and the students and among the students themselves. The use of computers has for a long time been regarded only as a support tool about certain skill areas (Brandal, 2005).

In Indonesia, English is taught as a compulsory subject from the secondary school students starting from grade 7 to grade 12 until the university level. The aims of learning English are outlined by the government in the curriculum and based on the Indonesian Government Regulation No. 58, the year 2014 (Department of Education and Culture, 2014), the aim of teaching English subject is to develop students' potentials to have communicative competence in the interpersonal, transactional, and functional discourses using any kinds of texts both in oral and written English language. There are four kinds of English skills, and one of them is writing. Writing is one of the important skills which should be learned and mastered by students (Ariana, 2010). Writing becomes very important because it is the highest skill in language learning that people should master. Zahra, Inderawati, and Petrus (2019) highlight their inquiry on the use of ICT in the authentic assessment of the students' productive skill with a good result on it.

There are three writing courses in the new curriculum since 2017 of English Education Study Program of Teacher Training and Education at Sriwijaya University: Paragraph Writing, Essay Writing, and Article Writing. In Paragraph Writing subject, the students were introduced to the definition of writing, the concept of writing, and all of the beginning of the writing process and just write one paragraph after they wrote their first paragraph in more than 4 times. The lecturer never gave theory at the beginning. She asked the students to write; a topic freely, respond to some questions related to the paragraph, revise the draft, and use paragraph model to revise their own paragraph. The lecturer trained the students until they could write academically. Essay writing had been concerned with the process of making more than one paragraph such as scientific writing. And last, Article writing subject was related to making writing an article.

In the Second-Semester, students of the English Education Study Program at Sriwijaya University learned how to write an academic paragraph in their writing class. It seemed that the students had difficulties in paragraph writing subject. This conclusion was based on the result of the interview with the lecturer which had taught the second-semester students on paragraph writing class. The lecturer put forward that the students were too early to get paragraph writing for the second semester because the students did not get a complete structure subject. Therefore, it is difficult for the lecturer to teach the students. However, after being taught and explained slowly, the students could follow it well.

Due to students' problems in paragraph writing, the lecturer needed to have a good strategy to help the students, and the use of ICT was one of the good strategies and modern devices that can

be used by the lecturer. ICT stands for Information and Communication Technology and defined as a diverse set of technological tools and resources used to communicate, to create, disseminate, to store, and to manage information (Gunton, 1993; Victoria, 2002). ICT for education implies the development of information communication technology for learning and teaching purpose. Today, technology has increasingly become a vital element for firms to compete and develop. Thus, Inderawati (2017) puts forward that the modern classroom must become an advanced technology as an essential key component in 21st century learning. Similarly, Ajayi (2008) highlights that the world of today is considered a global village through the use of ICT in different Educational, Political, Economic, and Social Sectors. Almost in all situations or tasks, the integration and the use of technology to solve problems can be identified.

ICT is considered as one of the pillars upon which quality education for all can indeed become a reality, because of its unique capacity to bring the world together, even the most remote and disadvantaged of communities (Ndongfack, 2010). Cuban (2001) in his book "Oversold and Underused: Computer in Classroom" suggests that technology will always play a major role in this 21st century and more than ninety percent of jobs created now will require advanced technological training. He further explains that for students in this generation to compete for future jobs, they must have adaptive skills in the use of ICT. The latest information and communication technology that has developed so far has been very adequate to be able to equip and to facilitate a variety of student work such as in the project. Various kinds of work, such as using a computer, laptop, tablet, for learning English. Also, using overhead

projectors is highly beneficial and can be brought into any classrooms and it is easy to use, versatile and it is easy for the students to take notes from it. In line with that some platforms can be used such as E-mail, Blogs, Facebook, YouTube, etc.

The research objective of this study was formulated in the following: to find out whether or not there was any significant correlation between the use of ICT and paragraph writing achievement of the Fourth-Semester students of English Education Study Program at Sriwijaya University.

Methodology

Total sampling was used in this research. According to Sugiyono (2010), total sampling is a sampling technique where all of the populations become the sample. In this research, the population of this study was all the fourth-semester students of the English Education Study Program in the academic year 2018/2019 who already took Paragraph Writing course in the Second-Semester. Therefore all the Fourth Semester-students (N=75) of the English Education Study Program of Faculty of Teacher Training and Education at Sriwijaya University was the sample of this study.

Correlation study was used in this research. Creswell (2012) states that correlation designs provide an opportunity to predict scores and explain the relationship among variables. The research used correlation research design to investigate the correlation between the use of ICT and paragraph writing achievement of the Fourth-Semester students of English Education Study Program at Sriwijaya University.

To collect the data, ICT tools questionnaire and the documentation of paragraph writing achievement were used in this study. ICT tools questionnaire had been adapted from

Nagy & Habok (2018) consisted of 11 items which includes close-ended questions and there was only one aspect (frequency of ICT usage). It is used 4-Likert scale from 1-4. The questionnaire was tried out to the non-sample students to find out the validity and reliability. All the items of the questionnaire were valid because the p-value is lower than 0.05. The result of Cronbach Alpha showed that the value of the reliability was $0.745 > 0.70$, it means that the instrument was reliable. The validity was checked by SPSS and the reliability was checked by inter-rater reliability.

To get the score of paragraph writing achievement of the fourth semester students, documentation was used. The documentation of paragraph writing achievement was taken from the administration of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University. There were five categories of Paragraph writing achievement: Excellent for A, Good for B, Enough for C, Poor for D, and Failed for E. The highest possible score achieved by the students would be 100 and the lowest would be 0.

After collecting the data, Pearson Product Moment Correlation Analysis in SPSS 25 (*Statistical Package for the*

Social Science) was used to know the correlation between the use of ICT and paragraph writing achievement.

Result and Discussion

a. Result of Paragraph Writing Achievement

In this research, collected the data was collected by using ICT tools questionnaire and documentation of paragraph writing achievement. The questionnaire had been adapted by Nagy & Habok (2018) consisted of 11 items and documentation of the Paragraph Writing Score to know Students' Paragraph Writing Achievement. The highest possible score achieved by the students would be 100 and the lowest would be 0. After the taking the data and arranged the value, the highest score was "94.75" and the lowest was "61.5". The mean of the data was 80.53 and the standard deviation was 7.907. Then, analysed the result of Paragraph Writing score was analysed based on the score categories. The categories are A (excellent), B (good), C (enough), D (poor), E (failed).

Table 1. Category of Paragraph Writing Achievements

Score	Category	Number of Students	Percentage
86-100	A (Excellent)	16	21.3%
71-85	B (Good)	50	66.7%
56-70	C (Enough)	9	12.0%
46-55	D (Poor)	0	0
0-45	E (Failed)	0	0
Total		75 students	100%

Based on the table, 16(21.3%) students were in the excellent category, 50(66.7%) students were in Good category, 9(12.0%) students were in enough categories and there were not any students in a poor and failed category. Most of students were in a good category. In brief, it is understood

that students have various results of paragraph writing achievements which indicates that they have different paragraph writing categories.

b. Result of Questionnaire

Table 2. Students' responses about frequency of ICT usage

Please tell us how frequently you use the following ICT tools	Excellent		Good		Enough	
	N= 16		N= 50		N=9	
	M	SD	M	SD	M	SD
1. My lecturer expect me to use a computer as part of my writing Process	3.94	0.25	3.68	0.47	3.11	0.93
2. Virtual learning environments are used in the paragraph writing course I'm enrolled in	3.88	0.34	3.94	0.24	3.89	0.33
3. E-mail	3.56	0.73	3.36	0.80	3.33	1
4. Blogs	3.81	0.54	3.32	0.87	2.56	0.88
5. Social media (e.g. Facebook, Twitter, YouTube, Instagram)	3.63	0.72	3.6	0.61	3.11	0.93
6. Films/videos with original subtitles	3.75	0.58	3.2	0.93	3.00	0.71
7. Instant messaging/text chat (e.g. Facebook Messenger, Hangouts)	3.69	0.60	3.66	0.59	2.89	0.78
8. Smartphone apps	4.00	0.00	3.76	0.48	2.89	0.78
9. Computer or Laptop	3.63	0.72	3.46	0.79	2.89	0.93
10. Presentations (e.g. PowerPoint)	3.63	0.72	3.48	0.82	3.11	0.78
11. Plagiarism checker, Grammar checker, Mendeley.	3.94	0.25	3.82	0.48	3.67	0.50
Average	3.77	0.50	3.57	0.64	3.13	0.78

Note : N= 75

Table 2 showed the descriptive statistics of means scores and standard deviations of the students' frequency about the use of ICT. The mean of this data was 39.16 and standard deviation was 3.806. The following table showed the students' frequency in using ICT tools. As for excellent -paragraph writing achievement the highest mean of items was in smartphones apps (4.00). It was that the students almost always use

smartphone in their writing process. As for good and enough- paragraph writing achievement, the highest mean of items was in virtual learning environments that they used in paragraph writing class enrolled in (3.94 and 3.89). It means that the students often engage in that virtual learning. The lowest mean of items for excellent-paragraph writing achievement was in Email (3.56) where the students use that for sending the assignment and

others. Meanwhile, for a good-paragraph writing achievement, the lowest mean was of items was in film/video with original subtitles (3.2). It means the students prefer watching with non-original subtitles. As for enough-paragraph writing achievement, the lowest means of items were blogs (2.56) is to more emphasize to the daily owner of the blog itself, such as life experience, outpouring, and solely for self-interest and personal which makes them improve in their writing process which makes them improve their writing process. The results indicate that excellent category

($M=3.77$, $SD=0.50$), apply more ICT tools engagement in the writing process followed by Good category ($M=3.57$, $SD=0.64$), and then followed by enough category ($M=3.13$, $SD=0.78$). The result indicates that the more frequent the use of ICT is, the better the writing outcomes will be.

c. Result of the Correlation

The Pearson Product Moment was used in this study to analyse the data of the correlation by the writer. The result of the analysis is shown in the table below:

Table 3. The results of correlation test

Correlation		Question	P.writing
Questionnaire	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	75	75
P.writing	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	75	75

** . Correlation is significant at the 0.01 level (2-tailed).

Based to the table, the result of the Pearson Product-Moment Correlation shows that the correlation coefficient (Pearson Correlation) was 0.591, it was considered a fair correlation and the significant value (p-value) was 0.000, since the P-value was smaller than 0.05, H_0 was rejected and H_1 was accepted. It can be inferred that there is a significant correlation between the use of ICT and paragraph writing achievement.

d. Result of Regression analyses

In this study, besides figuring out whether or not the two variables have a significant correlation, to know how much the contribution of the use of ICT and paragraph writing achievement were sought. Simple regression analysis was computed by using SPSS 25 version as showed in the following table.

Table 4. The result of regression test

Model Summary		Change Statistics					
Model	R	R Square	AdjustedR Square	Std. Error of the Estimate	df1	F	Sig.
1	.591 ^a	.350	.341	5.824	1	39.233	.000 ^b

a. Dependent Variable: P.writing

b. Predictors:(Constant), Questionnaire

Based on the table above, it could be explained that the result of the regression analysis showed that adjusted r^2 was 0.341, it means that the contribution of the students' use of ICT and paragraph writing achievement was 34.1% and the result of the sig. F was (0.000) which is lower than 0.05, the null hypothesis was rejected, it means that a significant relationship between the variables was exist.

The objective of this study was to find out if there is a significant correlation between the use of ICT and paragraph writing achievement. There are some points that can be described based on the findings of the research. First, based on the statistical analysis, the significant value was 0.000 lower than 0.05, it means there is a significant correlation between the use of ICT and paragraph writing achievement of the fourth-semester students of English Education Study Program at Sriwijaya University. The results of regression analysis show that there is a significant contribution of the use of ICT and paragraph writing achievement. The results show that the frequency of ICT usage in writing achievement contributes 34.1% to their paragraph writing achievement. It means that 34.1% of students' paragraph writing achievement was influenced by their frequency of ICT usage.

There was a correlation possibly because the students feel interested in using ICT and could improve their writing achievement. The result was also in line with the finding of the study from Wil, Yunus, & Suliman (2019) that the respondents choose to use ICT such as social media 92.5%. They use ICT such as social media to communicate with their friends and family. 75% of the students were on positive agreement that ICT helped the students to write better in English. Based on the findings, ICT assisted respondents to write better in

English. This result indicated a significant relationship between the usage of ICT and their writing. The score of the Robtained was 0.591, it means that the degree of correlation was fair correlation based on Creswell's degree (2012). The result was fair correlation because there were not any students in poor and failed category. Most of the students were in a good category. As the result of the questionnaire for good and enough-paragraph writing achievement, the highest mean of items was in virtual learning environments that they used in paragraph writing class enrolled in (3.94 and 3.89). It means that the students often engage on that virtual learning. Besides, the students from the beginning to end of study their already know and often participate in virtual learning. According to Piovesan, Passerino, & Pereira (2017) the virtual learning is being more and more used in the education, enabling the student to find out, to explore and to build his own knowledge.

This is very influential, and that is why the degree was fair correlation between dependent variable and independent variable. From the students' answers in the questionnaire, most of them often used ICT such as smartphone as the highest mean of excellent category. The Information also was much more available by using ICT tools than by visiting the library. In line with that, most of the theses or dissertations in hardcopy were confined within libraries in which researchers need to visit from one library to another in order to gain access to the required literature. Lately, many theses and dissertations are available online or in softcopy accessible from Internet or universities' Intranet. This is made possible by Internet technology which enables researchers to easily and quickly access more theses

and dissertations (Sekaran, 2003; Myers, 2009).

Second, the result of ICT questionnaire outcomes, it was discovered that there were (4.00) as for excellent - paragraph writing achievement the highest mean of items was in smartphone apps. It means that the students were often using ICT such as smartphones on their writing process even to add some variety of knowledge because there were any platforms that can be used positively for education inside. Ciampa (2014) investigated the experiences of both students and teachers who employed mobile phones in classroom. The study found out that the motivation was enhanced by the use of mobile phones in the teaching learning environment.

There was also a suggestion from the lecturer to the students to use ICT such as Computers or Laptops as part of their writing process, based on the question number 1 on the table 3. For Excellent-paragraph writing achievement the result of items of Social media (e.g. Facebook, Twitter, YouTube, Instagram) was $M=3.63$ this is because in paragraph writing subject students already know more about social media such as FB, because Facebook is not just a place to post photos or videos but can be used to learn such as making paragraph writing in closed groups, which students then support to assess and comment on the results of the writing that has been done by a classmate to evaluate each other. That is why Facebook was often used by the students. According to Suthiwartnarueput, & Wasanasomsithi (2012) the findings revealed that Facebook integrated blended learning was effective for ESL students. All of the student groups had significantly higher scores in the post-test ($p < .05$). They made improvements in paragraph

organization, content, vocabulary, spelling, and grammar.

The result for excellent-paragraph writing achievement of the second highest of items can improve students writing such as plagiarism checkers, Mendeley, grammar checkers were $M= 3.94$. This is because the fourth semester students were already familiar with plagiarism, grammar checkers, and mendeley applications in writing essays class. Because, the lecturer ask them to used technology that already sophisticated and complex. In line with that Students should be educated so they are aware of how to conduct an academic work in a good way (Pecorari, 2013).

So, it was very necessary to improve students' grades in their learning. Not only that, by using ICT students can be focused, and also save their time because it could make students easier to find information faster from everywhere and anytime. According to Uhomoibhi (2006) e-learning allows the students to get information faster anytime. The result of this questionnaire was relevant to the research of Khan & Bhatti (2011) that the majority of the respondents strongly agreed if ICT had a great impact on the learning process (mean=4.38). The study showed that 64 (39%) respondents used internet daily, 34 (20.7%) respondents used internet twice a week, 55 (33.5%) respondents used weekly while 11 (6.7%) respondents were monthly users of internet. The students used internet daily for study purposes. It means this study also has positive responses to ICT.

Based on the result of Paragraph writing achievement was in line with the result of the questionnaire. The writer also found that most of the students were in good category. There were 50(66.7%) in good category from the total number of 75 students. 16(21.3%) students were in excellent category. 9(12.0%) students

were in enough categories and there were not any students in poor and failed category. It means that the more frequent the use of ICT is, the better the writing outcomes will be. The students were very interested to write by using ICT so, it could motivate them in the paragraph writing process and also in their courses. According to The Ministry of National Education in Colombia (2004), the use of technology in the classroom enriches the students' environment and allows them to experience new knowledge from traditional classes.

Conclusion

Based on the findings and the interpretations of the study, there were some conclusions could be drawn. First, the paragraph writing achievement of the Fourth semester students was categorized as "good" category. Second, the students' use of ICT the highest one was smartphone Excellent-paragraph writing achievement, and the lowest one was computer for Enough-Paragraph writing achievement. Third, the result showed that there is a significant correlation between the use of ICT and paragraph writing achievement of the Fourth semester students of English Education Study Program at Sriwijaya University. Pearson Correlation Coefficients were Fair correlation. Last, the result also presented that the use of ICT significantly contributed to students' paragraph writing achievement (34.1%). In brief, the more often the use of ICT is, the better the writing outcomes will be. From the conclusion above, some suggestion was offered to the teachers, the students and other researchers. First, it is hoped the teachers would support and motivate the students to utilize the ICT tools because there are many good advantages in it and could improve students' grades and teachers should also focus on the students in teaching by using computer or laptop as

the lowest mean because the computer also has many benefits in education. Second, it is hoped the students could improve their writing by using ICT tools because there are many good applications inside to make students know a lot of information. Last, it is hoped that the next researchers will analyse more deeply about the use of ICT and paragraph writing achievement.

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