

BIBLIOGRAPHY

- Al-Eiadeh, A.-R., AlSobh, M. A., Al-Zoubi, S. M., & Al-Khasawneh, F. (2016). Improving English language speaking skills of Aljoun National University students. *International Journal of English and Education*, 5(3), 181–195.
- Burns, A. (2009). Qualitative research in applied linguistics: A practical introduction. In *Qualitative Research in Applied Linguistics: A Practical Introduction*. <https://doi.org/10.1057/9780230239517>
- Chen, W. (2018). The Effects of Corrective Feedback Strategies on English Majors' Writing. *English Language Teaching*, 11(11), 55. <https://doi.org/10.5539/elt.v11n11p55>
- Dewi, D. S. (2015). Corrective Feedback in Class. *Anglo-Saxon*, 8, 1–12.
- Hussain, S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6–18. Retrieved from www.acielj.com
- Irwan, D., Anshariyah, F., & Hafis, M. (2021). Why Were Preservice English Teachers Reluctant To Speak English? Case in IKIP PGRI Pontianak. *Jurnal Education and Development*, 9(3), 27–32. Retrieved from <https://journal.ipts.ac.id/index.php/ED/article/view/2667>
- Japhet, L., & Usman, T. (2013). The use of grounded theory technique as a practical tool for qualitative data collection and analysis. *Electronic Journal of Business Research Methods*, 11(1), 29–40.
- Kaur, Parampreet, Jill Stoltzfus, and V. Y. (2018). Descriptive statistics. *International Journal of Academic Medicine*, 404, 33–52. https://doi.org/10.1007/978-1-59745-530-5_3
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research. In *The Action Research Planner: Doing Critical Participatory Action Research*. <https://doi.org/10.1007/978-981-4560-67-2>
- Kunlasomboon, N., Wongwanich, S., & Suwanmonkha, S. (2015). Research and Development of Classroom Action Research Process to Enhance School Learning. *Procedia - Social and Behavioral Sciences*, 171, 1315–1324. <https://doi.org/10.1016/j.sbspro.2015.01.248>
- Leonardo Véliz, C. (2010). Corrective Feedback in Second Language Classrooms. In *Literatura y Linguística*. <https://doi.org/10.4067/s0716-58112008000100016>
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46(1), 1–40.
- M. Al-Tamimi, N. O., & Attamimi, R. A. (2014). Effectiveness of Cooperative Learning in

- Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6(4), 27. <https://doi.org/10.5296/ijl.v6i4.6114>
- Mettetal, G. (1999). The what, why and how of classroom action research. *Journal of the Scholarship of Teaching and Learning*, (1983), 6–13.
- Muhsin, A. (2016). The Effectiveness of Positive Feedback in Teaching Speaking Skill. *Lingua Cultura*, 10(1), 25. <https://doi.org/10.21512/lc.v10i1.873>
- OJ Abiodun-Oyebanji. (2017). Research variables: types, uses and definition of terms. *Research in Education*, 43–45. https://doi.org/10.1007/978-1-4899-7993-3_80736-1
- Ong, E. T., Abdul Rahman, N., Wahid, R., Mohd Tajudin, N., Yahya, R. A. S., Mazuwai, A., & Kosni, A. N. (2017). The character of teaching practices in a teacher education institution: Findings from observation checklist. *Journal Of Research, Policy & Practice of Teachers & Teacher Education*, 7(2), 33–45. <https://doi.org/10.37134/jrpptte.vol7.no2.4.2017>
- Phuong, T. T. B., & Huan, N. B. (2018). Teacher Feedback on Students' Sepaking Performance and Their Uptake in EFL Classes. *European Journal of Foreign Language Teaching*, 3(3), 110–131. <https://doi.org/10.5281/zenodo.1321246>
- Rahayu. (1996). An analysis of students' strategies in developing English vocabulary. *Journal of English Language Teaching*, 2020, 9.4: 652-660
- Rai, N., & Thapa, B. (2019). A study on purposive sampling method in research. *Kathmandu:Kathmandu School of Law*, 1–12. Retrieved from <http://stattrek.com/survey-research/sampling-methods.aspx?Tutorial=AP,%0Ahttp://www.academia.edu/28087388>
- Rijali, A. (2018). Analisis Data Kualitatif. Vol. 17 No. 33
- Rintaningrum, R. (2009b). An Analysis of Fifth Grade Reading Literacy Achievement at the Student Level in South Australian Government Schools. *The International Journal of Learning*, 16(9).
- Rintaningrum. (2015a). Teaching and Learning of English as a Foreign Language in A Global Context.
- Rumelhart, D. E. (1977). Toward an interactive model of reading. In S. Dornic (Ed.), *Attention and performance VI* (pp. 573-603). Lawrence Erlbaum Associates.
- Sidiq, U. & Choiri, M. M. (2019). Metode Penelitian Kualitatif di Bidang PendidikanNata Karya, Ponorogo.
- Schreier, M. (2014). Qualitative Content Analysis. *The SAGE Handbook of Qualitative Data Analysis*, 170–183.
- Shao, X. (2015). On written corrective feedback in L2 writing. *English Language Teaching*, 8(3), 155–168. <https://doi.org/10.5539/elt.v8n3p155>

Sugiyono, P. D. (2015). *Metode Penelitian Pendekatan kuantitatif, kualitatif dan R&D*. Bandung: CV. Alfabeta.

- Shukla, Satishprakash. (2018). VARIABLES, HYPOTHESES AND STAGES OF RESEARCH 1. [Online]. Tersedia: https://www.researchgate.net/publication/325127119_VARIABLES_HYPOTHESES_AND_STAGES_OF_RESEARCH_1. [9th May 2023]
- Sudjana, N. (2014). *Penilaian Hasil Proses Belajar Mengajar*. PT. Remaja Rosdakarya, Bandung.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta, Bandung.
- Sugiyono. 2007. *Metode Penelitian Bisnis*. Bandung: Alfabeta
- Tanjung, R. A. & Faiza, D. (2019). Canva Sebagai Media Pembelajaran Pada Mata Pelajaran Dasar Listrik dan Elektronika. *Jurnal Vokasional Teknik Elektronika dan Informatika*, 7(2), 80-85. <http://ejournal.unp.ac.id/index.php/voteknika/article/view/104261>.
- Tampubolon, D.P. (2008). *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Angkasa
- Tarigan, G. (2015). *Pengajaran Keterampilan Membaca*. Angkasa, Bandung.
- Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., & Purcell, J.H. (2018) *The differentiated classroom: Responding to the needs of all learners*. ASCD.
- Triningsih, D. E. (2021). Penerapan Aplikasi Canva untuk Meningkatkan Kemampuan Menyajikan Teks Tanggapan Kritis Melalui Pembelajaran Berbasis Proyek. *Cendekia*, 15(1), 128-144.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.
- Wahyuni, F., Riza, A., & Autila, R. (2022). Increasing Students' Interest in Learning English Through Canva Application. *INOVISH Journal*, 7(2), 159-169. <http://ejournal.polbeng.ac.id/index.php/IJ/article/download/2600/1329>.
- Waring, S. M. (2021). *Integrating Primary and Secondary Sources Into Teaching: The SOURCES Framework for Authentic Investigation*. Teachers College Press.
- Widoyoko, E. P. (2014). *Teknik Penyusunan Instrumen Penelitian*. Pustaka Pelajar, Yogyakarta.
- Wulandari, T. & Mudinillah, A. (2022). Efektivitas Penggunaan Aplikasi Canva sebagai Media Pembelajaran IPA MI/SD. *Jurnal Riset Madrasah Ibtidayah (JURMA)*, 2(1), 102-118. <https://journal.unugiri.ac.id/index.php/jurmia/article/download/245/207/1270>.

Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019). Investigating the effect of Canva on Students' Writing Skills. *English Review: Journal of English Education*, 7(2),169-179.
doi: 10.25134/erjee.v7i2.1800