

Linoit: An Effective Tool for Teaching English

Nur Ainun Arsyad¹, Rafi'ah Nur²

¹ Universitas Muhammadiyah Parepare ² Universitas Muhammadiyah Parepare

* E-mail: nurainunarsyad99@gmail.com

Abstract

Linoit will be an alternative whiteboard when the teacher feels the situation gets boring in the classroom. The research design of this research is the pre-experimental class with one group pretest and posttest design with a questionnaire in the last. The researcher used a simple random sampling technique with the Sixth grade consisting of 32 students of SD Muhammadiyah 3 Parepare academic year 2023/2024 as a sample of this research. The mean score of the students in the pretest was 61,56 and in the posttest was 84,69. The students' scores after giving treatment were higher than before giving treatment. Besides that, in applying the t-test of the students' posttest, it was found that the t-test was greater than the t-table value. The data analysis showed that Linoit as a media learner had a positive impact on the students.

Keywords: Effective, Linoit, Teaching English

INTRODUCTION

Nowadays in language teaching, there are so many things that help the teacher deliver the material one of them is called media. As a tool for language teaching, helps teachers enhance their lesson plans. In this day and age, computers and the internet have grown popular in assisting teachers to educate, but not all teachers have access to this excellent resource. Although computers and the Internet are now freely accessible in most parts of Indonesia, the government encourages students to utilize the Internet at school by providing a reliable Wi-Fi connection.

English is a demand of skill to communicate and make a new inter-relation with other people in the world; the demands of teaching English as an international language in communication become a serious content (Triyono et al., 2016). The method of teaching English should be revisited using an exciting and current teaching theory. Teachers should evaluate the usage of media that is relevant to the demands of this global era, as well as the advancement of technology and teaching.

The use of media in education has a significant impact on teachers' ability to teach English. Media, when employed in an educational setting, will enhance the teaching-learning process. Pictures, videos, e-books, applications, and even music and films are just a few examples of the materials that many colleges and schools use as their core concept to help students absorb them. It will "enhance the student's" capacity to comprehend and use language in addition to improving and increasing the effectiveness of language instruction (Péter et al., 2019), (Apriani, 2021), (Lestari, 2017).

Indeed, media has enormous potential as an instructional tool and may facilitate the teaching-learning process. Learning media can help teachers use technology to teach conceptually, and media can also aid students in understanding the material that has been taught completely.

Not only do industrialized nations have integrated media as the primary focus of the classroom, but so do advanced nations (Rahmatia et al., 2020). The issue is not just with the media that is provided in classrooms, but with people who utilize media in general. Teachers need to start keeping up with the advancements in technology. Indonesian educators need to consider how the media might enhance their student's proficiency in English and information and technology (IT) (Al-farizi & Suherman, 2019). Another reason why English is becoming harder for students to learn is a boring teaching and learning process (Andres et al., 2016). Teachers also start to believe that students are not paying attention to what is being taught, even when they have been taught by a senior teacher. When the teacher tries to start the lesson, it can be difficult to capture the students' attention since they seem to try to put off learning.

Based on some of the problems, the writer tries to propose to the teachers to apply the use Lino. it application. Lino.it is a free service that allows users to create a blank canvas of online multimedia sticky notes in small pieces of notes (Topic, 2017). In addition, Lino.it like the sticky notes that are

placed on canvas can also contain videos, images, and file attachments for brainstorming sessions and create any students' idea or information in a small piece of notes. As beneficial media in teaching English. Lino.it will be an alternative whiteboard when the teacher feels the situation gets boring in the classroom. By applying this website, teachers will guide students inbound to develop a mentality of using the internet and improving their English skills in the classroom.

Many websites on the internet provide e-learning (Alakrash et al., 2022), (Irzawati, 2021). Besides, there was some research which had been conducted related to the use of applications in teaching English. One of them was (Of & On, 2022) who conducted the use of PowerPoint in creating media. Besides, Lino.it is a free service that allows the users to create a canvas of online multimedia sticky notes. Lino.it is a digital online application that can benefit teachers and students in a variety of ways. Multiple computers may simultaneously access the apps, and they allow you to generate multicolored posts in your notes, photographs, drawings, online connections, and even films.

There are numerous ways to use Lino.it, is a tool that helps teachers create instructional materials. Instead of using someone else's idea, we would find greater satisfaction in creating our own. In this case, the teacher could create a class that any student with an account could join to participate in an online course. Students can use Lino. individually or in groups to use their creativity to engage in new and unknown activities that may reinforce previous teaching. Lino.it can also be used as a teaching tool in the classroom.

Consequently, the researcher was curious about the English teachers' perception of digital media especially Linoit because how the students view, understand, and eventually apply certain media becomes important to facilitate their study. Therefore, the researcher have the research entitled — **Linoit: An Effective Tool for Teaching English.**

Triyono et al., (2016) in their article entitled *Using Lino.it Application in Teaching English* concluded that Lino.it is one of the modern media for teaching English that can be used to help teachers in explaining the lesson. By using this media, Lino.it could be used as a virtual blackboard if a teacher could provide an In-Focus to teach in class. Automatically student will see different forms of board looking in front of the class that can attract their attention to learn English (Makodamayanti et al., 2020), (Irzawati, 2021), (Alakrash et al., 2022). This media provides a good contribution for English teachers who want to find a good option in teaching to achieve the goals and the purpose of language teaching.

It's not difficult to use modern media in English classes; teachers just need to select the key points or information for each topic and attempt to present it in an organized manner. They also need to be aware of their student's proficiency with modern media. The instructor then has to use more creativity by including some entertaining postings.

Borrego, (2021) states that dividing groups heterogeneously provides an opportunity to support each other, improve relationships and interactions, and facilitate class management, because with students who have high academic abilities the teacher gets an assistant for the group. Therefore, group learning is very necessary to obtain better learning results. This is what is expected in learning using WhatsApp groups and Linoit, that students unite their opinions on the answers to questions/assignments from the teacher and ensure that each member of their team knows the answers his research concluded WhatsApp and Linoit application media can improve student's learning outcomes, this can be seen from the values of each individual. The average of each end is 64.95 and increases to 82.81 at the end of II and there are 19 students whose grades increase, 2 students with incomplete grades. From the results, the completion of learning was 90.5%.

Teachers are required to be able to plan or design distance learning, whether online, offline, or integrated, that is light and effective, by utilizing appropriate devices or media that are appropriate to the material being taught. WhatsApp allows each user to share various kinds of content according to its supporting features. Meanwhile, with the Linoit application, using a colorful canvas will make students more interested in learning, and online discussion material can be opened anywhere so that it can motivate students to remain enthusiastic about learning online and not become a psychological burden.

Andeska, (2018) concludes that to make the classroom atmosphere more alive and the learning

process is successful for English foreign language students. The teachers must avoid the same method from the first meeting to the last meeting. The diversity method makes the students will not feel more enthusiastic and motivated to follow the learning activity. Moreover, this can be achieved by teachers who facilitate the learning activity by using information and communication technologies to facilitate the students for contextual learning (Hidayat et al., 2022), (Burr et al., 2020). However, the teachers are challenged not only to have basic competence in technology but also well utilize it to design learning material creatively and efficiently to generate good learning conditions or atmosphere. It definitely can be achieved through digital media fluency or having competence in utilizing the technology well.

To deal with this reality, English teachers must adjust to the changing nature of the educational landscape and not only concentrate on the traditional classroom model, where instruction is based solely on textbooks. Instead, they must also enhance their professional competency in digital fluency, which can positively impact the process of teaching and learning and enable students to achieve specific learning objectives, particularly when learning a foreign language. Digital media is a helpful teaching tool for foreign languages, and teachers must be proficient in both digital literacy and digital fluency when teaching English as a foreign language.

Of & On, (2022) concluded that schools should adopt a hybrid learning style, to acquire new digital tools that facilitate the learning process. Linoit advances students' writing skills and converts learning to be more affordable and innovative. In addition, technology has become a critical tool in the learning process, schools must embrace and employ it for the service of learning. The success of any education system in modern times depends on how well teachers adopt digital tools that facilitate the learning process (Suganda, 2022), (Kaloeti et al., 2021). Also, students' social interaction, and positive cooperation when conducting debates enrich learning and turn students around in acquiring a new language expression and practicing what they have learned.

Using digital tools to write essays it's easy to access rich online knowledge and utilize it for writing. The students developed a strong case that was supported by enough evidence and justifications. Additionally, as was said, electronic writing is a useful tool for encouraging children to become successful writers and elevating their enjoyment levels. It enhanced the pupils' formal writing assignments and sense of self-worth.

Andres et al., (2016) Linoit facilitates students in managing and exchanging information. Organizing concepts and visually illustrating the various perspectives on the development and administration of strategies. Linoit is a highly helpful tool when it comes to design thinking since it gives a chaotic process-like design thinking structure. It makes the proposals produced during the design process easier to visualize. The benefit of utilizing Linoit during brainstorming sessions is that it assists with organizing ideas and prioritizing them (using different colors, for example) to help improve existing ideas or perhaps generate new ones.

Students can share files, movies, and web links with other students by attaching them to sticky notes using Linoit (Marhamah & Mulyadi, 2020), (Apriani, 2021). Additionally, students will have the ability to compose notes in an email message and send it to Linoit, where it will be displayed like a post-it note. With the help of Linoit, students will be able to discuss and exchange ideas with peers, which will facilitate joint concept generation and decision-making.

Al-farizi & Suherman, (2019) Based on the explanation, the researchers conclude that people can not resist technology including in the education aspect. Technology is utilized in education as a digital learning resource. Examples are the Canva app for learning to write and the Orai app for learning to speak. Applications allow students to express their creativity and provide a unique learning experience in the classroom. Since most students have a smartphone with them at all times and because of the applications available on it, they have a positive image of using digital media. This allows them to learn English anywhere they are as long as they have access to their smartphone. When students use applications, they become eager to learn. They are more enjoyable, easier to use, and simpler than non-digital media.

Many uses facilitate English language learning activities. With technology in the classroom, things have changed (Kim & Park, n.d.). Teachers can benefit from the application as well since it will lessen their workload and make them more of a facilitator for the students. Researchers anticipate that the usage of digital media in English language instruction will only get better with time. To ensure that the learning process keeps up with the digital era, teachers and students should upgrade to the most recent digital medium.

METHODOLOGY

The research design of this research is the pre-experimental class with one group pretest and posttest design with a questionnaire in last (Turekisa, 2021). This design will be illustrated as follows:



The research design of this research is the pre-experimental class with one group pretest and posttest design with a questionnaire in the last. The researcher used a simple random sampling technique with the Sixth grade consisting of 32 students as a sample of this research.

The instrument used in this research was an English test namely a multiple-choice test. The total number of the test was 20 items to measure the ability of the students. The test will apply as a pre-test, and a post-test, and give questionnaires

The treatment is held in school. There are 4 meetings of this research. The teaching and learning process conducted in the experimental class is described in the following steps, they are;

1. Day 1
 - a. The teacher explained the material about Describe Object, completed with definitions, and gave some examples with Linoit.
 - b. The student read and memorized the vocabulary about describing objects with Linoit.
 - c. Students who have been formed in pairs try to find the characteristics of what the student found in the picture.
 - d. Students provided responses or questions to the results of other students' discussions.
2. Day 2
 - a. The teacher explained the material about Describe People, completed it with definitions, and gave some examples with Linoit.
 - b. The student read and memorized the vocabulary about describing people with Linoit.
 - c. Students who have been formed in pairs try to find the characteristics of what the student found in the picture.
 - d. Students provided responses or questions to the results of other students' discussions
3. Day 3
 - a. The teacher explained the difference between describing objects and describing people.
 - b. Showing different pictures in Linoit with every student has to explain the characteristics of the picture
4. Day 4
 - a. The teacher re-explained the material about describing objects and describing people.
 - b. The student played the game "Guess things".

To analyze the data that is collected through pretest and posttest through quantitative analysis. The data was analyzed by employing procedures such as; calculating the students' scores, classifying the students' scores, and calculating the mean score of the class.

RESULT AND DISCUSSION

Result

Findings obtained through the vocabulary test at the sixth-grade students of SD Muhammadiyah 3 Parepare academic year 2023/2024. The researcher has applied all previous activities to students starting from giving a pretest, and teaching as long as 4 meetings, and gave them a posttest with a questionnaire..

The first meeting was about describing an object, students explained all the material and gave some examples about describing objects and with Linoit as a medium for learning. In the Second meeting, the researcher explained all the material and gave some examples about describing objects and with Linoit as a medium for learning. In the third meeting, the researcher showed different pictures and every student explained the characteristics of the pictures with Linoit as a media learning. In the last meeting, the researcher explained about describing objects and describing people and played a guessing game.

After that, it was continued by analyzing their score between pretest and posttest before and after treatment. After analyzing the data, the researcher found the students; scores and tabulated them in the following parts.

Table 1
The Percentage of Student's Score in Pretest.

Score	Classification	F	%
91 – 100	Excellent	-	-
81 – 90	Very Good	-	-
71 – 80	Good	2	6,25%
61 - 70	Average	20	62,50%
51 – 60	Bad	4	12,50%
1 – 50	Very Bad	6	18,75%
Total		32	100%

In this research, the researcher applied Linoit as a media learning for teaching English in SD Muhammadiyah 3 Parepare. The researcher successfully collected the data using tests, to answer the researcher's questions. The purpose of this research is to know if is there an impact of using Linoit as a media learning for teaching English. In collecting data, the researcher conducted two tests. At the beginning and the end of the research process, we called it pre-test and post-test. In the pre-test, the researcher did find out students' knowledge before getting some treatments. For the post-test, the researcher would use the data to conclude and as proof to see how students' knowledge increased after getting treatment. Before giving treatment, the student's English ability was categorized as quite low, as evidenced by the percentage of the total pre-test score and the mean score of the students from the pre-test obtained by the students was 61,56 and a standard deviation was 12,21.

Table 2
The Percentage of Student's Score in Posttest.

Score	Classification	F	%
91 – 100	Excellent	6	18,75%
81 – 90	Very Good	16	50%
71 – 80	Good	8	25%
61 – 70	Average	2	6,25%
51 – 60	Bad	-	-
1 – 50	Very Bad	-	-
Total		30	100%

Table 2 shows that the student's ability in English has a good impact after being taught by Linoit. After being given treatment four times, the student's English ability was categorized as good, as evidenced by the percentage of the total posttest score the average posttest score obtained by the students was 84,69, and the standard deviation was 7,41. This means that the mean value and standard deviation of the pretest and posttest obtained by students were different, where the t-test value (1,91) is greater than the t-table value (1,75) for a significant level of 0.05. Degrees of freedom df (N-1) 15. It indicated that using Linoit as a media learning for teaching English impacts the students'.

Table 3
Mean score of Pretest and Posttest

Class	Mean Score		
	Pre-test	Post-test	Gain Score
VI	61,56	84,69	23,13

Table 3 shows about mean score of pretest and posttest. In the pretest, the mean score obtained by the students was 61,56 while in the posttest was 84,69. The result showed that the researcher found an improvement after giving treatment, and there was a significant difference in the students before and after treatment. It indicated that through joyful learning method has an impact on students' English for beginners. It was proven by the score differences pretest and posttest values. The difference was 23,13 from pretest to posttest.

Table 4
The result of statistical analysis of students.

Types of Test	T-test Value	T-table Value
Pretest and Posttest	1,91	1,75

The previous table shows the t-test value and the t-table value After applying the t-test of testing hypothesis to know whether or not linoit had an impact on the students in learning English. As the result pretest and posttest the t-test value (1,91) is higher than the t-table value (1,75) It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. Therefore, the researcher concludes that the English ability of the Sixth Grade Students of SD Muhammadiyah 3 Parepare who implemented Linoit as a medium for learning English was increased and had a good impact. It can be said that the Linoit as a media for learning is one of the best media in the English learning process to have an impact on English learners.

Table 5
Percentage of Questionnaire Statement

No.	Questionnaire Statement	Percentage (%)
1.	Learning English with Linoit is a new thing for me	95%
2.	I feel very interested in Linoit as a media learning English.	94%
3.	I always listen to the English lessons that are given well.	91%
4.	I always answer verbal questions from the teacher because this activity is very interesting for me.	90%

5.	I am very excited to participate in English learning.	93%
6.	This activity provides new knowledge of English for me as a beginner learner.	100%
7.	This activity has an impact on increasing my interest in learning English.	95%
8.	I think the time allocation for this activity is appropriate.	70%
9.	I feel this activity needs to be continued in the future.	90%
10.	In general, I feel that this activity is very useful.	90%
Average		90,8%

Overall, linoit as a medium for learning English had a significant impact on the participants. This impact can be seen significantly in the average test scores of English ability, which are in the very good category. This is supported by student responses (95%) who honestly say that Linoit is a new learning media for them. Even though it was only recently implemented, this media attracted their interest in learning English (94%), thus making them always listen to learning well (91%) and always answer oral questions from the teacher (90%). The participants became enthusiastic about learning English (93%). (100%) provided new knowledge of English for students as beginners, and (95%) said this activity had an impact on increasing their interest in learning English. However, what is unfortunate is that the time allocation for this activity did not match their expectations. This can be seen in the statement "I think the time allocation for this activity is appropriate" which only received a response (70%). What they hope is that this activity should have a follow-up in the future (90%) because in general, they feel that this activity is beneficial for them (90%). The average student response as a whole is 93%, so it is categorized in the very good category.

Discussions

In this research, the researchers applied Linoit as a media learning in teaching English to students in SD Muhammadiyah 3 Pareparre. The researcher successfully collected the data using tests to answer the researcher's questions. The purpose of this research is to know is there an impact of using Linoit as a media learning for students. In collecting data, the researcher conducted two tests. At the beginning and the end of the research process, we called it pretest and posttest. In the pretest, the researcher did find out students' knowledge before they got some treatments. For the posttest, the researcher would use the data to conclude and as proof to see how students' knowledge increased after getting treatment.

Before giving treatment, the student's English ability was categorized as quite low, as evidenced by the percentage of the total pre-test score and the mean score of the students from the pre-test obtained by the students was 61,56 and a standard deviation was 12,21. Then after being given treatment four times, the students' English ability was categorized as good, as evidenced by the percentage of the total post-test score and the average post-test score obtained by the students was 84,69 and the standard deviation was 7,41. This means that the mean value and standard deviation of the pre-test and post-test obtained by students were different, where the t-test value (1,91) is greater than the t-table value (1,75) for a significant level of 0.05. Degrees of freedom df (N-1) 15. It indicated that linoit as a medium for learning has an impact on English learners.

In the first meeting, the researcher explained the rules and what the students did in 3 next meetings. The researcher allowed students to speak about what they knew about the described thing materials, and only 2 students dared to speak. After that, the researcher explained the material about Describe Object, completed with definitions, and gave some examples with Linoit., The student read and memorized the vocabulary. Last the students who were formed in pairs tried to find the characteristics of what the student found in the picture. The researcher concluded in the first meeting that Linoit as a media learning needed to have been conducted better. The reason was, after all, the students had assumed that English was scary.

In the second meeting, because in the previous meeting, the students were impressed with the colorful linoit, so the students were very happy to follow the next material, which was about describing people, the concept used was still the same but with a different design of linoit. so the researchers concluded that students were interested in learning English.

In the third meeting, the researcher explained the difference between describing objects and describing people and showing different pictures in Linoit every student had to explain the characteristics of the picture, and the students divided into pairs to memorize the vocabulary that was conducted with the pictures.

In the last meeting, the researcher concluded the material about the first until the third meeting with the new picture and design in linoit, and the students played a guessing game to mention the characteristics of what picture it was. In the last session the researcher explained how to make and design with Linoit.

After completing the treatment (individual task, pair task, and group task) the researcher gave a posttest to determine the improvement. The mean score in the posttest is higher than the pretest. It indicated that Linoit as a media learning has an impact on students learning English.

Based on the research on the title Application Of WhatsApp Group And Linoit Media In Improving Cash Management Learning Outcomes (Borrego, 2021), Many teachers force too much on an application that is considered contemporary but is not by the initial objectives of online learning, the result of which is not helping to ease the psychological burden, but instead makes students stressed, compounded by the large number of assignments that are not measured by the teacher. The application of WhatsApp and Linoit media can improve student learning outcomes. This can be seen from the scores of each individual. The average for each cycle I was 64.95 and increased to 82.81 in cycle II and there were 19 students whose grades increased, 2 students with incomplete grades. From these results, learning completeness was 90.5%.

Based on the research above, there are many similarities with this research, what is very prominent is using the same media and the results also explain that this method is very effective in increasing student interest in participating in learning. The difference between the research above and this research is that previous researchers also added WhatsApp as media learning. Based on these data calculations, there were different students' scores before and after interpreting the treatment. Eventually, it could be concluded that pictures could improve students' mastering of vocabulary. And by looking at the impact generated through the test at the end of the activity and the excellent student response to this activity, it can be said that Linoit as a media for learning is an effective approach to increasing student interest in learning.

The result of this research was made as a consideration for teachers to choose media in teaching. Because the better learning media that teachers use, can make students easier and enjoy the learning process. Since natural children like to play and know something new, teachers can teach the students through the new media.

According to the findings obtained by the researcher and some previous related research findings presented above, the researcher highlights that Linoit as a medium for learning has a good effect on students in SD Muhammadiyah 3 Parepare.

CONSLUSION

Based on the result and discussion, it was found that Linoit as a media is an effective tool for teaching English to the students' sixth-grade students of SD Muhammadiyah 3 Parepare. It was supported by the data that the mean score of the students in the pretest was 61,56 and in the posttest was 84,69. The data showed that there were different students' mean scores before and after giving treatment. The students' scores after giving treatment were higher than before giving treatment. Besides that, in applying the t-test of the students' posttest, it was found that the t-test was greater than the t-table value.

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