
Rescue Yonna: Game-based Learning in Enhancing Secondary 4 Students' English Vocabulary

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Abstract

The Covid-19, teaching and learning have become an important but challenging task to educators, in order to cater for students' motivation in learning English. Students who face challenges in expressing their thoughts due to insufficient gap of vocabulary feel demotivated in learning English. Thus, Rescue Yonna, an offline enrichment game which was developed based on Bloom's Taxonomy, is used to motivate and encourage students to learn English vocabularies. In order to demonstrate the use of game-based learning is effective in learning English vocabularies, a case study was carried out. Students who have achieved lower B1 level in narrative essay writing, which was a pre-test task were required to participate in this enrichment programme. 5 Secondary Four students who possess CEFR lower B1 level from Chong Hwa Independent High School, Kuala Lumpur were selected to participate in this study. The students had gone through 7 sessions with their respective teacher, precisely they had learned to remember, group, justify and construct sentences by using the vocabularies. The students had shown that game-based learning has motivated them in learning a second language, taught them lifelong learning and enhance their organisation skill.

Keywords : *English Language as Second Language; Enrichment programme; Game-based learning; motivation; vocabularies*

I. INTRODUCTION

Due to the spread of Covid-19 virus all over the world, teaching and learning has become boundlessly expanded. This is extremely beneficial to students, who are also being labelled as Generation Z today. Since they are living in a rapid changing and globalised world, they prefer to grab the information instantly through online, this has motivated them to learn English language timelessly at home. Most importantly, this has encouraged learners to acquire the knowledge conveniently through visual presentations without waiting for their teachers' instruction [1].

In Malaysia, English is being officially recognised and used as a second language. It is implemented in the education syllabus to ensure nations are able to converse and perform excellently in international platform. Over the years, English has gone through a series of reformation, from the Integrated School Curriculum (KBSM) to Common European Framework of Reference (CEFR) to align with the global standard of qualification. Through this implementation, the English proficiency in Malaysia is recognised internationally when the pedagogy changes accordingly to meet the international standard. This is supported by [2] in

her study where students' English proficiency has improved when the syllabus is aligned with CEFR assessment.

The four main skills, precisely reading, listening, writing and speaking are the most important elements in gauging a language. Meanwhile, grammar and vocabulary are also considered as crucial elements in learning a second language. This is agreed by [3] where they emphasised that vocabulary and grammar cannot be left out in learning a language. However, teachers who are used to the chalk and board method in teaching these skills to 21st century learners have seriously affected their motivation in learning English as a second language. In fact, this method is no longer suitable to them as they prefer lessons which involve kinaesthetic activities. The situation becomes worse when most of the parents in Malaysia usually use their mother tongues or dialects to converse message as they could not speak fluent English or do not know English [3]. This has seriously reduced learners' opportunities in practising and applying English vocabulary through speaking.

According to Cambridge University Press and Assessment, intermediate students, who are at

B1 level, should know at least 2,200 to 3,000 words in English [4]. Eventually, students lack vocabularies would impact their writing ability. They suffer in producing a write up with different word choice and sentence structure [5]. Hence, to improve second language learners' writing and speaking, vocabulary acts a vital role in conveying ideas.

In order to remember English vocabulary, students should speak and read abundantly. However, students today seldom speak in the classroom as they are confined at home and not able to communicate physically in virtual classroom. It is not surprising when there are students who cannot speak English when they are in secondary schools as they are not trained in the classroom or even at home. Simultaneously, most of the English teachers in Malaysia are not well-prepared to explore this new method completely.

The existence of game-based learning, also named as a serious game, is a platform which students can benefit from the game in the classroom setting [6]. This is agreed by [5] as this mechanism is gradually practised by the educators in enhancing students' learning around the world. This clearly shows that teaching and learning which includes visuals, audio and touch senses will encourage the learners to learn better. Thus, game-based learning plays an important role in today's education system.

Abundance of research have been done to determine the effectiveness of game-based learning. However, there is still a lack of research in determining the effectiveness of game-based learning in enhancing English vocabulary among secondary learners in Malaysia. Hence, this has drawn the researcher's attention in fulfilling the gap of the studies. The purpose of this present study is to determine the effectiveness of using game-based learning approach in enhancing students' vocabulary and to identify students' perceptions on using game-based learning in improving vocabulary. A comprehensive discussion will be discussed in the result and discussion part to answer the research questions formed. The research questions are as below:

- 1) To what extent does the use of game-based learning have an impact on secondary students' English vocabulary?
- 2) How do students perceive game-based learning in improving English vocabulary?

II. LITERATURE REVIEW

A Common European Framework of Reference for Languages (CEFR)

In 2015, the Malaysian government had decided to reform English education and they implemented the Common European Framework of Reference for Languages (CEFR) in the English education system after realising the importance and competency of English language. This reformation is named as The Blueprint (2013 to 2025)[7]. This wise move has benefited students in Malaysia as their English proficiency is presentable and qualified. CEFR is a worldwide qualified standard to specifically gauge a learner's English proficiency level. There are six stages, from A1 to C2. A1 and A2 are to describe beginners, B1 and B2 are referring to intermediate language learners while C1 and C2 refer to advanced language learners [4].

Each of the category has clearly stated the benchmark which learners have to achieve. In general, there are 5 elements to be tested. Precisely, Content, Communicative achievement, Organisation, Grammar and Vocabulary. By implementing this framework in English language, a student who possesses B1 level will be able to perform B1 standard when he or she studies abroad. Hence, English test and learners' proficiency levels are accepted internationally.

In the CEFR benchmark, vocabulary is divided into three categories, which are basic vocabulary, everyday vocabulary and less common lexis. Basic vocabulary means those vocabulary used for survival purposes and for simple transactions. Everyday vocabulary refers to vocabulary that comes up in common situations in the relevant domain while Less common lexis is lower frequency items in the relevant domain. Learners who are able to use less common lexis will help them to express ideas more succinctly. As a secondary Four student, they should acquire level B1, intermediate level with 2,200 to 3,000 of vocabularies [4]. However, most of the students do not achieve this standard due to various factors.

B. Game-Based Learning

In this 21st century education world, learners prefer to receive knowledge through visual media platforms such as YouTube, Instagram, games, animations and infographics. They prefer to dig knowledge from colourful materials instead of long and dull articles. This has directly affected the pedagogy of teaching and learning. According to [8], game-based learning will stimulate human thinking and learning through investigation at physical learning sites, especially in the classroom and workplace. This method of teaching relates well with the current curriculum plan which was drafted

by the Ministry of Education. Student-centred learning mode with 4Cs are highly implemented. This is to stimulate students' thinking skills and cultivate teamwork in the classroom.

In Malaysia, most of the educators are lack of knowledge in applying games effectively to teach English in the class. Shockingly, teachers prefer to follow the guidelines and vocabulary in the textbook only. This is supported by [9] that excessive relying on textbook will demotivate students in acquiring the language. Through a thorough review from [7], the use of games in the classroom has brought many academic and instructional benefits, including enhancing students' motivation and creating more comfortable learning experiences.

Most of the researchers are using gamification in teaching grammar and vocabulary. However, it has been questioned on the effectiveness and the perceptions of English second language learners in acquiring English vocabulary. Hence, the researchers would like to fill in the gap by investigating the use of game-based learning in enhancing English vocabulary.

C. Bloom Taxonomy

To develop the game-based learning completely and precisely, bloom taxonomy framework is revised as a guideline. This framework is structured by assisting students to scaffold complex thinking skills [10].

Due to the instability of internet connection during online lessons, the researchers used PowerPoint in designing this enrichment programme. Thus, students will not suffer from lagging situations. The Ministry of Education has emphasised that Higher Order Thinking Skills (HOTS) is an essential requirement to encourage students to create better understanding of the particular subject or topic [10].

When drafting this educational game, the researchers emphasise on remembering, understanding and applying skills. Specifically, students are exposed to the game, and they are required to remember the vocabularies through repetition. Importantly, they can check the meaning of the words by moving the cursor to the information icon. After understanding the definition of the words, they should apply the words into the right sentences.

After completing all 25 questions by adhering to the first level of instruction, students move to another stage, which is analysing the expressions into 5 different groups by using EdrawMind application. 5 participants began to compare and justify the vocabularies based on their understanding through online discussion. To

summarise the whole enrichment programme, students tried to use those new vocabularies they have learned to write their reflection.

Collaborative and game-based vocabulary learning will achieve the highest level of Bloom's Taxonomy as the flow from remembering, analysing, evaluating to constructing [11] were applied in the programme.

D. Past Studies of Game-Based Learning

There are several past studies which had determined the significance of game-based learning in education field. In order to ensure the validity of the teaching pedagogy, the researchers had limited the range of the case study from 2018 to 2022.

[2] had conducted a study in Universidad Técnica Particular de Loja, in southern Ecuador. The study was aimed to identify 68 students who were from CEFR B1 level in enhancing English as Foreign Language in the country. After conducting English lessons by using Educaplay and institutional Canvas platform for five months, it had shown that learners' grammar, particularly in gerunds, modals and infinitives had improved dramatically. Other than that, learners' vocabulary knowledge which was related to jobs and education have shown a big improvement.

Another study was conducted in Macao, China by [12]. This study was aimed to enhance Chinese learners in learning Portuguese. An application was tailored to attract this group of participants to learn Portuguese. The learners could study vocabulary, complete exercise, attempt listening tests and dictation through the application. Instant feedback was shown to motivate learners to continue learning the language. After rapid drilling on the exercise, all participants mentioned that the application learning method was more attractive, and the information retained longer in brain.

Moreover, a meaningful research was conducted by [13] in Yogyakarta, Indonesia. The researcher had used Kahoot to assist the maritime cadets in learning English vocabulary as they learned English language for specific purpose. From the research, it showed that those cadets vocabulary and terminologies mastery of Maritime English had improved through repetition and memorisation. Also, their articulation was clearer after those quizzes, which led to better speaking skill.

Besides that, to upgrade pupils' vocabulary learning experience, research was done by researchers in Malaysia. The WordWall online games was used as a tool to determine the degree of improvement vocabulary learning among primary 5 pupils [14]. The result showed that pupils' vocabulary scores had significantly improved after

integrating WordWall as a supplementary tool in English vocabulary learning. Importantly, pupils' motivation level in learning second language is higher compared to previous chalk and board learning method.[8]

In addition, an effective learning strategy was investigated by [15] to examine the impacts of Kahoot as a tool in strengthening Iranian learners' vocabulary. Astonishingly, the group of students who received the instruction through Kahoot game outperformed compared to students who received traditional teaching method. This had shown that learning became effective when technology was incorporated.

Apart from that, online language game in a flipped learning environment was applied to determine learners' English speaking ability by [16]. The study revealed that the students' English oral communication ability was improved after learning through the task-based language game. They became more confident in delivering messages by using the language.

Although there are plenty of research done by the researchers around the world, however, there is still lack of research in identify the effectiveness of offline games in enhancing secondary students' English vocabulary mastery. Hence, this research is significant to be carried out.

III. RESEARCH METHODOLOGY

A. Methodology

Initially, this study is to determine the effectiveness of game-based learning in enhancing students' English vocabulary in Chong Hwa Independent High School, Kuala Lumpur. This enrichment activity was used to increase students' word bank in describing or expressing emotions, which is the part that lack of empirical evidence. With this enrichment activity among 5 secondary school's students, it will aid in addressing one of the crucial future research directions of game-based learning in improving vocabulary aspect.

B. Research design

This study employed a qualitative case study research design in determining the efficacy of game-based learning in learning second language vocabulary. An educational game, created by using Microsoft PowerPoint, was developed to motivate students in achieving the goal. The students would act as detectives, striking the goals with group members to rescue the victim, named Yonna in the game.

There were five goals to be accomplished. These five stages represented five common emotions, which are happy, sad, angry, morose and depress. Each of the emotions has five questions to

be answered. Interestingly, students can check the meaning of the words through an information icon at the side of the options. Once the team hit the answer accurately, the screen will blink in green, while it will blink in red if they attempt the wrong answer. The options will appear at different stages as students learn more effectively when there is repetition [17]. Thus, at the end of the game, the students will learn twenty-five new vocabularies which related to the five common expressions.

As this intervention is at the trial stage, only 5 students who do not meet the intermediate category, which is B1 level are chosen to participate in this enrichment programme. In the beginning, students entered the game, and in the introduction part, students were briefed on the story setting, characters, roles of a detective and numbers of goals to complete. Students played and discussed in groups to attempt the right answers and save Yonna from the trapped cellar within the time limit. After answering five questions from one expression, they will be brought forward to the next level until the fifth stage.

After completing all stages, students are required to use mind mapping skill to categorise the expression into different categories. Throughout the game, students' collaboration and communication play vital roles as these are the ways leading the activity to a big success.

C. Participants

This research focuses on Chong Hwa Independent High School, Kuala Lumpur, Secondary Four students. Among 40 students in a secondary 4 class, the top 5, precisely 2 boys and 3 girls who achieve lower B1 level in narrative writing were chosen as participants. They are very weak in using 'everyday vocabulary' and 'less common lexis words' in writing narrative essay. A meeting was conducted to ask for students' consent. The students were then informed to participate in the 8 sessions enrichment programme.

D. Instrument

Firstly, the teacher taught the way and the flow of writing a narrative story to students in the classroom. After that, students were asked to write a narrative essay during English lesson. This process used 3 periods, which is equivalent to 120 minutes. The teacher would collect the essay from the students and mark according to CEFR writing assessment criteria. There are five main parts in the marking scheme, which are Content, Communicative Achievement, Organisation and Language. Students who did not meet the intermediate category, which is B1 level were chosen to participate in this enrichment programme. The essay marked by the teacher is used as a pre-test

to identify students' vocabulary.

Then, an educational game was introduced to the students. This game is designed by adopting the maze game concept. Students need to complete a goal in order to unlock the next stage. To ensure the content of the game increases students' motivation in remembering and applying the vocabulary in their tasks later, visuals and audio are used by researcher in developing this tool.

As this is an enrichment programme, researcher had inserted 40% of B2 vocabulary in the game. After completing the exercise, students were asked to use E-drawMind to categorise the vocabularies which they had learned.

IV. RESULT AND DISCUSSION

All the students were able to complete the tasks by using the new vocabularies to fill in sentences. Through repetition, the vocabulary will retain in students' minds. All students can categorise and remember the meanings of the vocabularies from the game. Also, they can express their emotions and feelings by using the words. This study has proven that vocabulary enhances the way students elaborate their ideas, it was highlighted by [18] in the research. Researcher has categorised the students' reflections into several themes, which are vocabulary bank, motivation, applicability and organisation. Detailed discussions are described below.

A. Vocabulary bank

Student A mentioned that "I do not know that there are so many stages of happiness, sadness, anger and sorrow in English." This has shown that the students are exposed to new words to describe their thoughts. This is agreed by [19] in their research that fun language learning should incorporate the use of technology, especially in enhancing vocabulary. Besides that, Student D said that "...now I know my vocabulary bank is too little." From the student's reflection, he realised that he is lacking vocabularies in structuring his thoughts, which he had not known it before. Through this game, he is able to identify his weakness in mastering a language.

B. Motivation

Through this game, students did not only master the vocabulary skill, but also realise the importance of motivation. Based on the reflection from the students, most students felt that game-based learning has motivated them in learning English vocabulary. "...I love station games, and

E. Data collection and data analysis

Teacher and students spend 7 sessions on this enrichment programme. Through these 7 sessions, students were asked to complete the activity together with their teammates. The teacher used one session to introduce the activity and clarify students' roles when the activity was on going. Then, students used 5 sessions to complete the programme. After they completed the task, students use another one session to categorise the vocabulary into the common emotions and expressions. Besides, the students were asked to write a reflection regarding to their perceptions on using detective game in enhancing vocabulary. Students' reflections were analysed by the researcher and thematic analysis was used to clearly group the perceptions under a few themes.

this is my first time experiencing it!" stated by all students. This has encouraged them to learn the second language in lessons. Amazingly, researcher has found out that the students preferred station game rather than puzzle since station games motivates them to hit the goal. Student B stated that "... I love station game more than puzzle or word search in learning vocabulary." This was agreed by [20] that multiplayer gaming can stimulate students in learning languages.

Student E also commented that "I will use the vocabulary in my essays in the future as these vocabularies are very useful...". This has clearly shown that game-based learning not only motivates students to learn a language, but also indirectly influence students in acquiring the language. In addition, "...some questions seem difficult to answer but thanks to the design of the game, eventually, I can understand and choose the correct answers." said Student B and C. This clearly shows that the scaffolding activity has motivated students in learning English.

C. Applicability

Surprisingly, Student E also mentioned that "...I think station game and mind map are applicable for other subjects too such as my Chemistry and History". This has proven that game-based learning and mind mapping play important roles in promoting self-learning. Meanwhile, game-based learning has improved students' memory, and they can apply these words in their essays. Student D mentioned that "... I can use more words to describe in my essay now." This was supported by [10] that gamification plays an important role in enriching language vocabulary learning and applying knowledge in different fields.

D. Organisation

Moreover, through categorising, students opine that they can organise their vocabulary bank better after grouping the expressions. "... I have more vocabularies to be added in my mini dictionary now and I learned to classify my vocabularies." said student C. This has shown that students know the way to categorise vocabularies for reference. Besides, "I can also use categorising in arranging my ideas in essays," said Student A, B and D. They had learned a strategy to group their ideas in a mind map before writing a complete essay. This was supported by [21] that mind mapping is a step to assist students in producing interesting stories. Undeniably, vocabulary helped most of the students in expressing thoughts through speaking or writing accurately, stated by [18].

V. CONCLUSION

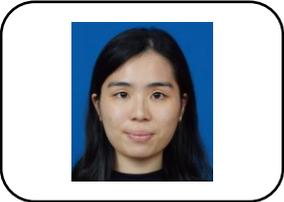
Although Covid-19 struck the whole world, however, education does not stop as it is a crucial element to cultivate and achieve Higher Order Thinking Skill (HOTS). From this study, it can be concluded that secondary students prefer using games in learning English vocabulary. With offline game, students have higher motivation in learning English language as they have more words to describe their feelings. Moreover, offline enrichment programme also provides students an alternative when they are having self-revision. Interestingly, they picked up the skill of organising their ideas and thoughts. However, due to the time constraint, the researchers did not manage to spend more time to study students' progress in depth and this led to the validity issue of the research. Future research should involve wider scope of participants and a comparison of vocabulary learning between the urban and rural area students could be studied in Malaysia.

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