

Learning Vocabulary Using Flashcard for Vocational Student Through Google Classroom

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ARTICLE INFO	ABSTRACT
Article history	This research aims to investigate using flashcards to teach vocabulary in Google Classroom and the benefits and drawbacks of using flashcards in Google Classroom. This research is a case study conducted with an English course of college students. A set of observations and interview instructions were used to obtain the data for this study. Conducting interviews with participants and carrying out online observations in Google Classroom as technique used for collecting data. The findings indicated that there were four actions included in the planning process. included reviewing the syllabus, selecting the text or content to be covered in class, deciding how the information would be presented, and developing a lesson plan. Second, three distinct stages the Initial Activities, the Core Activities, and the Closing Activities. Thirdly, the use of flashcards in Google Classroom has the benefits of encouraging students to study, preventing students from becoming bored, increasing students' interest in the material, and assisting students in remembering words according to visuals.
Received : Oct, 15 th 2023 Revised : Nov, 30 th 2023 Accepted : Dec, 19 th 2023	
	
Keywords:	<i>Learning, Vocabulary, Flashcard, Google classroom</i>

1. Introduction

In order to fulfill the requirements of a large number of phrases, A significant number of students participate in online educational programs that may be accessed from their homes. Google Classroom is now one of the most widely used online educational platforms in Indonesia. Its goal is to simplify the file-sharing process in educational settings for both instructors and students. It can help the instructor create content, distribute information, and grade assignments. Students and instructors may connect with one another via the usage of a service called Google Classroom. Instructors or lecturers can exchange resources with students, delegate assignments to individual students using Google Classroom, design their own classrooms, and provide supplemental educational resources (Suhery et al., 2020). The purpose of Google Classroom is to assist educators and students in overcoming obstacles to

learning, delivering lessons to one another, and developing assignments outside of the traditional classroom setting. As a result of Google Classroom's user-friendly learning features, educators are able to facilitate learning that is not just interactive but also student-centered, collaborative, and memorable.

The benefits of Google Classroom to students of all ages and levels, from novices to professionals, paperless, available everywhere, providing feedback to students, and individualized learning are some of the benefits of using Google Classroom (Guswara, 2020). Using Google Classroom makes it simple for educators to manage their students' work. Because it is straightforward to use, it greatly benefits both instructors and students. Learning English may also be accomplished with the usage of Google Classroom.

English is a worldwide language that is used and learned by people in every country. Since English is a global language, people from all over the world connect with one another using English. Additionally, it is used in the process of developing international ties and working together in a variety of nations. It provides individuals with instant access to information from across the globe. English is used to communicate with a large number of people throughout the globe who speak a variety of other languages, and it is also helpful for those who travel around the world (Ho, 2020). People in various nations are beginning to study English because of its perceived relevance. In Indonesia, the language category known as "foreign language" includes English. When mastering a foreign language, one of the most important aspects that must be considered is vocabulary. The importance of vocabulary in communication cannot be overstated, and this holds not just for spoken communication but also for written communication. (Saeedakhtar et al., 2021). Reading, writing, speaking, and listening in a foreign language all need a strong foundation in the language's vocabulary to be fully comprehended (Zarei & Afshar, 2014).

The development of children's vocabulary is a crucial component of their linguistic growth, impacting their academic performance (Saeedakhtar et al., 2021). Therefore, expanding children's vocabulary is essential to their education (Destiyanti et al., 2021). Expanding students' vocabulary is often regarded as an important component of their overall language growth and plays a significant part in language learning (Parvareshbar & Ghoorchaei, 2016). Students will have a tough time learning a new language if they do not have sufficient vocabulary to work with. Utilizing things, sketching, using images and photographs, contrasting colors, facial expressions and movements, and deducing meaning

from surrounding information are the methods used in this style (Alqahtani, 2015). The flashcard is one educational material that uses pictures to demonstrate language. Students are able to more easily link the meaning of new words with straightforward images thanks to the use of flashcards (Chen & Chan, 2019). One of the media that has the potential to capture the attention of students, as well as inspire them to learn English and take an interest in it, is the flashcard. Learning may be greatly facilitated by using flashcards. It is generally accepted that using flashcards is an inventive and entertaining technique to aid with recalling and retaining vocabulary words. The improvement of students' writing abilities via the use of flashcards. Previous studies concluded that employing flashcards as a visual learning medium was extremely beneficial to both the teaching process and the learning process as a whole (Fitriyana et al., 2020; Putra et al., 2018). It can potentially encourage students to comprehend the material more effectively and efficiently. The usage of flashcards may also boost students' enthusiasm for learning, leading to increased enjoyment of the educational process on their part. The findings of this research indicate that students' vocabulary knowledge may benefit from the use of flashcards that have been thoughtfully designed. The findings demonstrated that the use of the education strategy based on flashcards had the same effect on male and female students.

This new study investigates the effectiveness of using flashcards to teach vocabulary in an online learning environment. One of the systems used in online education is Google Classroom. Because teaching vocabulary to tourism students is essential, there is a need for a technique that may be used to teach vocabulary online. Google Classroom was the platform of choice for the Mataram Tourism College of first-semester students to participate in online education. The instructor used a variety of teaching strategies, especially when it came to English-related topics, including the utilization of a variety of different teaching techniques and media. When it comes to teaching vocabulary, one of the instructional mediums that English instructors employ is the flashcard. It is unusual for an online classroom to use flashcards as a teaching tool. It is normal practice for the English instructor to instruct students on vocabulary. As a result, this research aims to investigate the use of flashcards in the early childhood vocabulary instruction process. As an online educational platform, Google Classroom is the vehicle via which Flashcard is delivered.

2. Research Method

In order to arrive at findings and provide solutions to the research concerns, this study used a case study approach. In addition, the goal is to offer both a broad explanation and a comprehensive comprehension of the problem that must be handled (Ary et al., 2010). Cases are restricted in terms of both time and procedures, and researchers spend considerable time gathering significant information utilizing a wide range of data-collecting methods. This kind of research is considered to be qualitative in nature due to the fact that it gives useful data from the research subjects researched in the form of written and spoken data. In qualitative research, the researcher looks for phenomena by examining the whole picture rather than dissecting the phenomenon into its component parts (variables) (Ary et al., 2010). It was anticipated that by utilizing this methodology, this research would be able to clearly explain the use of flashcards in teaching vocabulary via the use of online learning platforms beginning with its preparation, and execution, as well as the pros and drawbacks of employing this technique.

Participants in this study included the first semester of the tourism program in STP Mataram. English learning using flashcards was provided via Google Classroom to a total of fifty students. The sample for this research was chosen using the process of purposive sampling. For the purpose of this research, in-depth information regarding these variables was gathered via observation and interviews. In the current investigation, the purpose of the procedure of analyzing the data is to provide a description of the qualitative implementation of the method for teaching English in Vocabulary. The purpose of the process of analyzing the data in this investigation is to provide a description of the quality of the implementation of teaching English vocabulary.

3. Research Findings and Discussion

Research Findings

There were a few different activities that were done by teachers to prepare for the activities that were going to be done in their classes. In the planning stage, the tasks carried out by instructors include verifying the syllabus, determining the learning goals, building a lesson plan, and creating flashcards. Other activities include constructing a lesson plan. After the instructor had reviewed the course outline, they went on to prepare the lesson plans on the basis of the application made by the instructor in the classroom setting of Google for the purpose of teaching English using flashcards. Following the completion of the lesson plan,

the instructors next moved on to preparing the flashcards. The instructor selected the vocabulary items after considering the various educational resources. Afterward, the vocabulary chosen in advance served as the basis for creating the flashcards. The theme served as the inspiration for the creation of the flashcards. The flashcard itself was built by the instructor for flashcards using a simple layout and paper. Sometimes it is obtained through additional resources on the internet. In order to make the learning more cohesive and integrated, the instructor matched the flashcards with the lesson plan. The data obtained from the results of interviews with the English instructors reveals that the implementation of learning English using online flashcards through Google Classroom is different from the application in offline classes. This can be seen by comparing the data obtained from the interviews with the English teachers. The process of implementation consisted of three distinct stages: the pre-activity, the during-activity, and the post-activity stages. A Google Classroom had been established for the students by the instructor in advance of the actual installation. The instructor created a video lesson sent to the parents, demonstrating how to utilize Google Classroom and sign up for an account. If the parents had trouble utilizing Google Classroom, the instructor was there to help them. The real teaching began after the students were ready to utilize Google Classroom, and the instructor began based on the teaching schedule that they had developed. The educational exercise that took place on Google Classroom consisted of three stages: the pre-activity, the during-activity, and the after-activity phases. The data collection led to the instructor deploying a flashcard system over the course.

The instructor will talk about restaurant and kitchen utilities during the first meeting of the class. The instructor used flashcards, videos, and the online portal Google Classroom as the learning medium and platforms. The educational activities were broken up into three primary stages: the pre-activity, the during-activity, and the post-activity stages. The instructor began the class by welcoming the students and checking to ensure everyone was there. Following exchanging pleasantries and verifying the student's presence, the instructor provided the class some perspective by inquiring whether they had ever purchased something. Following the presentation of an appraisal, the instructor validated the responses provided by the students before moving on to describe the learning resources, learning goals, and learning activities available via Google Classroom. The instructor employed Inquiry Based-Learning in this meeting. The video was first uploaded on google classroom, and the instructor instructed

students to watch it independently. During the stage designated for questioning, the instructor posed the inquiry to the class. After that, the instructor presented flashcards and asked them to choose the word corresponding to each image on the flashcards. The instructor requested that the answer be written down in the remark section. Following the viewing of the movie, the instructor next presented the class with a flashcard with information about several stores. Following the sharing of the flashcard and the subsequent responses from the students, the instructor gave the class an assignment to write a brief essay on the topic. During the post-activity, the instructor performed a reflection on today's gathering by asking the students what they thought about the lesson after they had finished it.

The instructor brought up the topic of hotel staff at the seccond meeting. Flashcards were utilized as the learning medium, and the instructor used Google Classroom as the learning platform. During the whole exercise, the students were given the task of naming the hotel staff they know. They were requested to discuss it in the space designated for user comments. After that, the instructor put up some photographs of other indoor sports. After then, it was requested that the students read the assigned material ad given a hotel staff reading assignment to read. After finishing the reading assignment, the students will be given several questions based on the material they just digested. The flashcard that was posted by the instructor may be seen in the following photographs. After the instructor had shown the students the flashcard and listened to their responses, the instructor gave the students an assignment to answer a question that was relevant. During the post-activity, the instructor performed a reflection on today's gathering by asking the students what they thought about the lesson after they had finished it.

In Google Classroom, adopting a flashcard was divided into three primary parts: pre-activity, during-activity, and post-activity. These processes were completed in the order listed. The majority of the teaching was done via exploration learning. It is clear from looking at the data from the four sessions that the instructor used inquiry-based learning in one of the meetings and discovery learning in three of the meetings. In the discovery learning process, flashcards were most prevalent during the simulation, data collecting, and data processing phases. During this time, the flashcard was discovered to be used in the inquiry-based learning method during the period of questioning and investigation. The instructor conducts the pre-activity, during-activity, and post-activity debriefings. At each and every meeting, the instructor brought out flashcards. Following the completion of the interview with the English instructor, it was discovered that the instructor had both some strengths and some faults

regarding the use of Flashcards in the instruction of vocabulary to the student. According to the instructor, using flashcards in the classroom has several benefits, which may be broken down into many categories. The following are the strengths that were described. First, it must not be difficult to comprehend. Students may have an easier time comprehending course information if they use flashcards. When students use flashcards, teachers get the impression that they learn the content more quickly. Students who use flashcards from Google Classroom have an easier time understanding the material being taught. It is also easier for them to answer questions because there are already pictures that guide them to the purpose of the questions. This is an advantage of using flashcards. In addition, the student engaged in the learning process will find this flashcard to be rather intriguing.

Second, it's possible that using flashcards will get students more interested in learning. It was shown by the passage that is presented below. It has been discovered that using flashcards, which feature graphics that may attract students' attention, can increase students' interest and prevent them from becoming bored. Third, finding ways to save expenditures. If instructor uses the flashcard feature in Google Classroom, they won't need to purchase flashcards or print them out, which will result in cost savings. They need to show the students the photo by sharing it on Google Classroom.

The drawbacks associated with utilizing flashcards in the Google Classroom environment was discovered via an interview with the English instructor that employing flashcards brings about certain shortcomings in the process. To begin, the students are dependent on the instructor. The students lacked the level of autonomy necessary to discover new vocabulary in addition to those that were taught by the instructor. Because students only concentrated on vocabulary flashcards, the instructor was concerned that they would lack the independence to locate new vocabulary in other resources. It meant that students could not demonstrate sufficient levels of independence to obtain knowledge independently. Second, there are varying degrees of cognitive ability. The second flaw was that some of the students had various degrees of cognitive ability, making it difficult to follow along with the lecture. Some students make rapid progress in their education, while others fall farther behind. Third, the instructor should make a greater effort. Another one of our shortcomings is that our educators need additional training since they are expected to use their imaginations while designing a variety of flashcards that cover a range of subjects. Because of this, the instructor requires much more time to prepare the flashcards before beginning the lesson. Fourth, a stable internet connection is required for LMS-based online education to be successful. In the event

that the gadget was unavailable and the internet connection was poor, there would be a difficulty. The inability to connect to the internet has rendered the education rendered ineffective. In addition to making it difficult for the instructor to publish the material or assignment.

Discussion

The tasks carried out at the beginning of the process, such as verifying the syllabus and learning goals, drafting lesson plans, and producing flashcards, were actions that the instructor carried out during the planning stage. When a teacher is developing activities to be completed on Google Classroom, they should begin by reviewing the course curriculum, creating learning material, and preparing flashcards and videos to use as media. The process of establishing a structure that will direct a teacher's actions during instruction is known as planning (Atmojo & Nugroho, 2020). There are eight distinct types of planning, each of which requires a different action from teachers: the identification of content, the creation of a timeline, the determination of goals, skills, and objectives; the selection of instructional materials; the selection of activities to use; the selection of tests and quizzes; and the modification of instructional plans on a weekly or daily basis. Weekly, daily, long-range, short-range, annual, and term planning are the six kinds concerned with the period. In contrast, a weekly planning and unit planning are the two types that define a unit of material that instructors prepare for (unit and lesson). The instructor need to be aware of the kind of language, the level of the students, and their qualities, in addition to the significance of the strategies for the students who are learning (Putra, 2020).

The students were introduced to new terminology via the usage of the flashcards, which were used in the while exercise. The instructor displayed several teacher flashcards and then questioned students on what each image represented. After the students have used their prior knowledge to provide names to the photographs, the instructor will verify the students' responses. Students' capacity to acquire new vocabulary throughout the learning process is positively affected by flashcards, which also contribute to an improvement in the ambiance of the classroom as a result of the students' heightened enthusiasm (Chen & Chan, 2019). When the instructor utilized flashcards with the class, the students were engaged in the material and were easier to handle since they could maintain their attention on the instructor as the instructor showed them the flashcards and explained what each image represented. It was adequate to teach vocabulary to students using flashcards as the medium, and they improved as a result (Fitriyana et al., 2020). There were a few different approaches to teaching

vocabulary using flashcards, including rhyme and lines flashcards, vocabulary introduction, discover the images flashcards, tale cards, flashcard memory games, and classifying vocabulary. Because they had the flashcards to aid them, the kids were able to come up with an interesting tale. The use of flashcards enables students to see what the word looks like, which in turn assists them in developing a narrative that is connected to the term. It was discovered that an effective method for teaching vocabulary is to use flashcards in an online environment. According to the study's findings, using flashcards in conjunction with modern technologies may help students enhance their vocabulary (Ying et al., 2021). Furthermore, students rely on video and audio materials to acquire the pronunciation of the target language. Students may enhance their learning results by using flashcards customized to be used with technology (Safitri et al., 2018).

It has been shown that teaching younger children using Google Classroom is successful. According to the findings of the research, students were able to easily access the learning activities by using this platform, they were able to communicate with other students studying the same topic electronically, and they were able to choose when they wanted to learn. They could work at their own pace (Setiawan & Ari Oka, 2020). The students reported feeling a sense of pleasure and accomplishment and being at ease while working with other students (Mahitsa & Mahardini, 2020). It demonstrates that building students' independence via using Google Classroom to acquire language at a young age may be beneficial. Students may benefit from using Google Classroom in this online setting since it gives them access to e-learning that can be engaging for them, while also moving the teacher education process into virtual classrooms (Okmawati, 2020). According to the findings of other studies, there was a discernible gap between the academic performance of students who studied English using Google Classroom's blended learning format and those who learned English in traditional classroom settings (Hidayati et al., 2020). Students who received their education via Google Classroom were able to attain a score that was noticeably higher than those who received their education through more traditional means. The students' English skills have significantly improved due to their participation in learning activities hosted on Google Classroom.

The use of Google Classroom benefited educators (Kumar et al., 2020; Suhroh & Cahyono, 2020). However, the instructor identified areas for improvement, such as the internet connection and the assignments submitted online. Due to a lack of internet connectivity, Google Classroom could not function properly (Albashtawi et al., 2020). In

addition, requesting that students turn in their assignments at the designated hour was challenging. The findings revealed that instructors utilize Google Classroom as a facilitation tool for managing students' responsibilities, arranging the classroom, and accommodating students' engagement. Google Classroom is a beneficial tool for conducting virtual classrooms, and the findings demonstrated that teachers use it. During the process of gaining knowledge while utilizing Google classroom, several challenges were faced. The internet connection was always unreliable, and sometimes the tools that were supposed to facilitate this process were either broken or did not function properly. It took some time to resolve these problems, which slowed the learning process. On the part of the students, each student should have access to a laptop computer, or if they choose to use their smartphone, they need enough data on their phone to connect to the internet. Another problem is that not all educators are able to adjust to new technological developments quickly.

4. Conclusion

When creating flashcards in Google Classroom, one has to consider a few different aspects, including the syllabus, the teaching content, the teaching approach, and the lesson plan. When using flashcards in Google Classroom, the instructor must complete all three of the following steps: Pre activity, main, and post-activity. Both the Whist Activity and the Post Activity made use of flashcards. The flashcards were used in the Whist Activity to introduce students to a new language, play a game, and hand out assignments. There are a few benefits to instructing students in vocabulary through the use of Flashcards in Google Classroom, and they are as follows: encouraging students to learn, preventing students from becoming bored while learning, increasing students' interest in learning, and assisting students in remembering vocabulary. On the other hand, there were a number of shortcomings, such as the absence of an internet connection and inadequate equipment of the instructor.

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