

Useful AI Tools for English Teachers



“The dynamic intersection of technology and traditional pedagogy has given rise to a multifaceted landscape in the domain of language instruction such as Artificial Intelligence (AI) which stands at the forefront offering promises, presenting challenges, and raising profound ethical considerations.”

(Introduction: Prof. Dr. Daniel Ginting)

Useful AI Tools for English Teachers

Authors:

Aam Alamsyah, Ahmad Faozan, Muhamad Hasbi,
Ni Luh Putu Ning Septyarini Putri Astawa, Andi Rizqi Fauzi,
Hagung Yudistira Utomo, Anit Pranita Devi, Hidayah Nor,
Teguh Adimarta, Kristanto, Berlinda Mandasari,
Rohmatul Fitriyah Dewi, Baiatun Nisa, Elysa Hartati,
Gabby Maureen Pricilia, Reza Mandra Saputra,
Ida Ayu Oka Purnami, Ihda Khairun Nisa, Yuliana Mangendre,
Nurohman, Nurul Hasanah Fajaria, Shally Amna,
Soni Ariawan, Jordy Satria Widodo, Achmad Munaja Ghufon,
Shabrina An Adzhani, Dian Fadhilawati, Andini Septama Sari,
Sri Rejeki, Al Ikhwan Fadqur Rohqim

Editor: Annisa'u Nabilah



Useful AI Tools for English Teachers

Penulis:

Aam Alamsyah, Ahmad Faozan, Muhamad Hasbi,
Ni Luh Putu Ning Septyarini Putri Astawa, Andi Rizqi Fauzi,
Hagung Yudistira Utomo, Anit Pranita Devi, Hidayah Nor,
Teguh Adimarta, Kristanto, Berlinda Mandasari,
Rohmatul Fitriyah Dewi, Baiatun Nisa, Elysa Hartati,
Gabby Maureen Pricilia, Reza Mandera Saputra, Ida Ayu Oka Purnami,
Ihda Khairun Nisa, Yuliana Mangendre, Nurohman,
Nurul Hasanah Fajaria, Shally Amna, Soni Ariawan,
Jordy Satria Widodo, Achmad Munaja Ghufon, Shabrina An Adzhani,
Dian Fadhilawati, Andini Septama Sari, Sri Rejeki,
Al Ikhwan Fadqur Rohqim

Cetakan I, Maret 2024

Editor : Annisa'u Nabilah

Perancang Sampul :

Muhamad Hasbi

Layout : Kang Emha

Penerbit Rizquna

Anggota IKAPI No. 199/JTE/2020
Jl. KS Tubun Gang Camar RT
05/04, Karangsalam Kidul,
Kedungbanteng,
Banyumas, Jawa Tengah
Email: cv.rizqunaa@gmail.com
Layanan SMS: 085257288761

Temukan Kami di :



www.rizquna.id



cv_rizqunaa@gmail.com



[cv_rizquna](https://www.instagram.com/cv_rizquna)



085257288761

Hak Cipta dilindungi Undang-undang

All Right Reserved

xxii + 368 hlm; 14,8x21

ISBN : 978-623-5999-99-9

Dilarang memperbanyak sebagian atau seluruh isi buku ini
dalam bentuk apapun tanpa izin tertulis dari Penerbit Rizquna

Apabila menemukan kesalahan cetak dan atau kekeliruan informasi pada
buku harap menghubungi redaksi Rizquna. Terima kasih.

TABLE OF CONTENT

From the Editor.....iii

Annisa' u Nabilah

Ar-Rohmah International Islamic Boarding School Malang

INTRODUCTION

**Navigating the Multifaceted Landscape Of AI in
Language Pedagogy: Balancing Promises,
Challenges, and Ethical Considerations.....vii**

Daniel Ginting

Ma Chung University

TABLE OF CONTENT xv

CHAPTER 1

**AI in Foreign Language Pedagogy: The Myth, Reality,
and Applicability1**

Aam Alamsyah

Sekolah Tinggi Bahasa Asing Technocrat

CHAPTER 2

**Humanization of Artificial Intelligence (AI): Towards
The Ideal Education in The Digital Age.....13**

Ahmad Faozan

Pondok Pesantren Al-Amien Prenduan

CHAPTER 3	
The Ways <i>QuillBot</i> Enhances English Academic Writing	29
<i>Muhamad Hasbi</i>	
<i>UIN Salatiga</i>	
CHAPTER 4	
<i>Powtoon</i>: Where AI Meets EFL Learning	41
<i>Ni Luh Putu Ning Septyarini Putri Astawa</i>	
<i>Primakara University</i>	
CHAPTER 5	
Harnessing The Power of <i>Replika</i> for English Speaking Learning	55
<i>Andi Rizki Fauzi</i>	
<i>Akademi Pariwisata STIPARY Yogyakarta</i>	
CHAPTER 6	
Introducing <i>Gamma</i>: A Revolutionary Method for Presenting Educational Concepts	67
<i>Hagung Yudistira Utomo</i>	
<i>Atma Jaya Catholics University of Indonesia</i>	
CHAPTER 7	
Utilizing <i>Twee</i> to Optimize Lesson Planning	79
<i>Anit Pranita Devi</i>	
<i>Universitas Sebelas April</i>	

CHAPTER 8	
Enhancing Students' Pronunciation Through <i>Speechify</i> Text-To-Speech Application	93
<i>Hidayah Nor</i>	
<i>Universitas Islam Negeri Antasari Banjarmasin</i>	
CHAPTER 9	
Instant Animation With <i>D-Id</i>: Transforming English Language Education With AI Technology	105
<i>Teguh Adimarta</i>	
<i>Institut Agama Islam Muhammad Azim Jambi</i>	
CHAPTER 10	
The Use of <i>AI Lovo Text-To-Speech</i> To Enhance English Reading Aloud and Listening Skill.....	117
<i>Kristanto</i>	
<i>SMK Karya Nugraha Boyolali</i>	
CHAPTER 11	
<i>Steve.AI</i>: A Leading Tool To Create Educative Animated Videos Instantly	133
<i>Berlinda Mandasari</i>	
<i>Universitas Teknokrat Indonesia</i>	
CHAPTER 12	
Using <i>Virtual Writing Tutor</i> to Elevate Writing Skills.....	145
<i>Rohmatul Fitriyah Dewi</i>	
<i>Institut Teknologi dan Bisnis Ahmad Dahlan Lamongan</i>	

CHAPTER 13

***Essaybot: Transforming Student Writing in English Education*155**

Baiatun Nisa

Bina Sarana Informatics University

CHAPTER 14

***DeepL towards Teaching Translation: A Help or A Threat?*.....169**

Elysa Hartati

Universitas Mercu Buana Yogyakarta

CHAPTER 15

***Elevating Students' English-Speaking Skills Using Yoodli AI*181**

Gabby Maureen Pricilia

Institut Pendidikan Tapanuli Selatan

CHAPTER 16

***TalkPal AI for Autonomous English Learning*.....199**

Reza Mandera Saputra

Universitas 'Aisyiyah Surakarta

CHAPTER 17

***Incorporating Quizlet to Boost Students' English Language Learning*211**

Ida Ayu Oka Purnami

IKIP Saraswati

CHAPTER 18	
Stimulating Creativity: <i>Plotagon's</i> Influence on English Dialogue Writing Passion.....	221
<i>Ihda Khairun Nisa</i>	
<i>SMP Negeri 3 Tumpang Satu Atap</i>	
CHAPTER 19	
The Use of <i>Mendeley</i> as Reference Management in Academic Writing	233
<i>Yuliana Mangendre</i>	
<i>Universitas Muhammadiyah Luwuk Banggai</i>	
CHAPTER 20	
Why Should EFL Students Write With <i>Grammarly</i>? .	241
<i>Nurohman</i>	
<i>SMK PGRI 2 Nganjuk</i>	
CHAPTER 21	
Optimizing <i>Scisummary</i> Usage for Summarizing Research Article	255
<i>Nurul Hasanah Fajaria</i>	
<i>Universitas Islam As-syafi'iyah</i>	
CHAPTER 22	
How English Teachers Can Leverage <i>Gemini</i> To Supercharge Their Courses	265
<i>Shally Amna</i>	
<i>University of Putra Indonesia YPTK Padang</i>	

CHAPTER 23

Talking With AI: Be Confident in Speaking

English with *Gliglish*275

Soni Ariawan

Universitas Islam Negeri Mataram

CHAPTER 24

Research Symphony or Irony? The Rhapsody of

***Askyour PDF Artificial Intelligence*289**

Jordy Satria Widodo

Universitas Pakuan

CHAPTER 25

Improving Speaking Skills Using *ELSA* AI-Powered

***Application*.....301**

Achmad Munaja Ghufon

Yogyakarta State University

CHAPTER 26

Get To Speak Fluently with *Fully Fluent*.....313

Shabrina An Adzhani

UIN Raden Mas Said Surakarta

CHAPTER 27

Utilizing *Story AI* to Boost Students' Writing Ability323

Dian Fadhilawati

Universitas Islam Balitar

CHAPTER 28	
Revolutionizing Writing Instruction: A Closer Look at <i>Wordtune</i> For EFL Teachers	337
<i>Andini Septama Sari</i>	
<i>STKIP Muhammadiyah Pagaram; Universitas Negeri Malang</i>	
CHAPTER 29	
<i>Yippity Quiz: Generating Quizzes from Reading Texts</i>	347
<i>Sri Rejeki</i>	
<i>Universitas 'Aisyiyah Yogyakarta</i>	
CHAPTER 30	
CAN CHATGPT BE A TEACHER?.....	357
<i>Al Ikhwan Fadqur Rohqim</i>	
<i>Pazmany Peter Catholic University/ STIKES Widyagama Husada</i>	
MAIN AUTHOR	367

Enhancing Students' Pronunciation Through *Speechify* Text-To-Speech Application

Hidayah Nor

(Universitas Islam Negeri Antasari Banjarmasin)

hidayahnor@uin-antasari.ac.id

Introducing *Speechify* Text-to-Speech Applications

Speechify Text-to-Speech (TTS) is a component of Natural Language Processing (NLP) or Human Language Technologies (HLT). Phonetic transcription is used by the majority of TTS systems at some point throughout the synthesis process and with the advent of face animation and the creation of animated agents. The most sophisticated TTS systems now on the market have transcended the basic audio synthesis (Sobkowiak, 2003). Meihami & Husseini (2014) discovered that when CALL was used in the classroom, students' improvements in knowledge of reading tended to be greater. The participants showed significant increases in their reading fluency knowledge suggesting that TTS software can raise the overall fluency which is a mix of reading properties like word stress, word intonation, pitch contour, and fluency (Meihami, 2013).

According to Roslaini & Komara (2020), text-aloud software is one text-to-speech technology that can assist English as a Foreign Language (EFL) students in mastering English pronunciation in the classroom. With its simple to use features such as clear, good, accurate,

and proper native-like voices, the Text-Aloud effectively assisted students in improving their pronunciation skills. But perhaps most importantly, it increased students' motivation to learn pronunciation. Sain and Cobar (2023) also discovered that the TTS (text-to-speech) technology improved students' pronunciation in word stress: Using the Google Translate app.

The Use of Speechify Text-to-Speech for English Teachers

Features and Affordances

Speechify is a text-to-speech (TTS) program compatible with Chrome, Desktop, and Mobile. This app is compatible with both Android and iPhone syncing. Users can download from any cloud or Google Drive, import PDFs or documents, and scan books or writings. The application offers realistic human voices produced by state-of-the-art artificial intelligence technologies. Any text can be read aloud to students. They're able to produce their audiobooks too (Amin, 2022). The figure below is showed the homepage of Speechify text-to-speech (TTS) application.

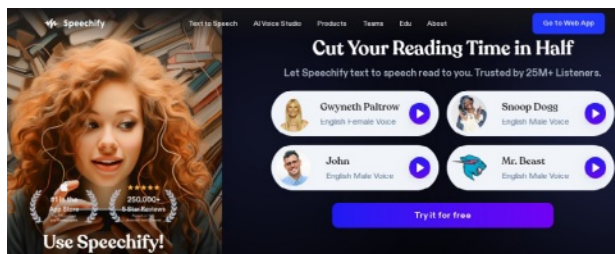


Figure 1: Speechify Text to Speech (TTS) Application

The initial step for using Speechify Text-to-speech (TTS) application is clicking the <https://speechify.com/text-to-speech-online/>. Speechify is the #1 text to speech program that turns any written text into spoken words in natural-sounding language. Speechify is also the #1 rated text-to-speech app in the App Store with over 150,000 reviews. Featuring 100+ realistic TTS voices with multilingual support, including exclusively licensed, Snoop Dogg & Gwyneth Paltrow voices. Speechify helps you improve your focus, helps you read faster, and helps you remember more of what you read. We can Scan QR code to download Speechify App and Use the online text editor, Google Chrome Extension, web app iOS app, Mac Desktop app, or our Android app.

Click the + add files button to upload documents, photos, or web links that you want to hear read out. This is the next stage in using the Speechify Text-to-Speech (TTS) application. Before playing or listening to the native speaker's pronunciation in the Speechify Text-to-Speech (TTS) application, adjust the application's native speaker sound type, volume, and speed. After making all the necessary adjustments, press the play button to hear the native speaker pronounce the challenging words you entered. We pay as much attention as we like to the word's pronunciation. Next, have the students mimic the native speakers' pronunciation of the phrases or sentences entered into the application to help them pronounce English words effortlessly and with fluency.

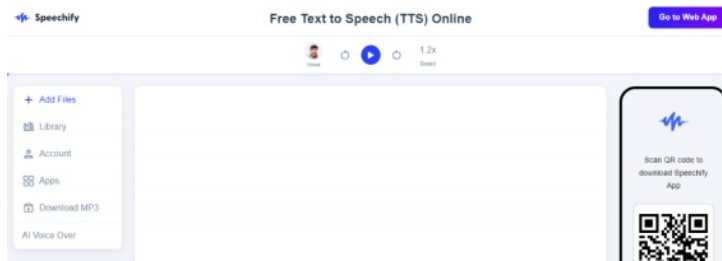


Figure 2: *Speechify Text to Speech (TTS) Application ready to use*

With Speechify's incredibly lifelike text-to-speech engine, the users can read more quickly than the typical reader while still enjoying the greatest artificial intelligence voices—up to 9 times quicker. Users can opt to listen only or to read and listen at the same time while using Speechify text highlighting. With words highlighted for easy comprehension, just like in karaoke. Comprehension is increased while reading and listening together. Users may throw away your concerns about jerky, robotic text-to-speech AI voices with Speechify's user-friendly AI voices. Speechify offer more than 30 languages and 100 accents in addition to high-quality, lifelike artificial intelligence voices. Additional Features that the users will Enjoy with Speechify Text to Speech as follows:

1. **Official celeb voices:** Snoop Dogg & Gwyneth Paltrow official and exclusive voices with more celebrity voices to come.
2. **Listen at any speed:** To help customers learn even more in less time, high-quality AI voices can read up to 9 times faster than the typical reader. Slowly increase the speed to as fast as it has to be, starting with 380 words per minute to train your ears to listen more quickly.

3. **Listen on desktop or mobile devices:** Users may listen to anything, anywhere, at any time, by automatically syncing anything they have added to Speechify library across all devices.
4. **Natural-sounding human voices:** Reading voices resemble human speech more naturally than any other AI reader, which helps it comprehend and retain information better.
5. **Multi lingual and high quality natural sounding voices:** Enjoy high-fidelity speech in 30+ languages with multiple voices. Some of the languages available are Arabic, Chinese, Czech, Danish, Dutch, English, Finnish, French, German, Greek, Hebrew, Hindi, Hungarian, Indonesian, Italian, Japanese, Korean, Norwegian Bokmål, Polish, Portuguese, Romanian, Russian, Slovak, Spanish, Swedish, Thai, Turkish, & Ukrainian.
6. **Free audio file download:** Users can type, paste, or even upload a file to have it converted to speech with the free text to speech online converter. Once downloaded, they can utilize it as an audio file for voiceovers or other uses. HD voices and official celebrity voices like Snoop Dog and Gwyneth Paltrow are available with Speechify's premium subscription.
7. **Document upload:** Need to turn a lengthy document into a spoken version? Not a problem. Users may quickly convert it to text by uploading it to online text-to-speech application

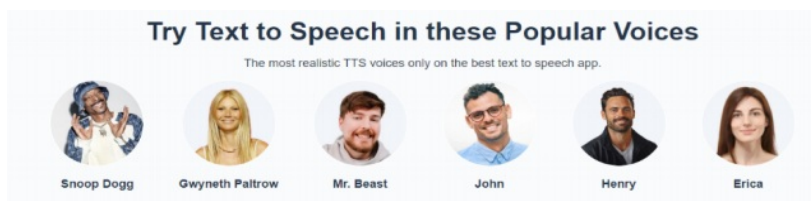


Figure 3: *Speechify Text to Speech (TTS) Application Voices*

Using Speechify Text-to-Speech (TTS) Application for Academic Purposes

There are many types of Text to Speech Applications that can be used in teaching English as a Foreign Language such as NaturalReader (<https://www.naturalreaders.com/>), TS2 (<https://play.google.com/store/apps/details?id=hesoft.T2S&hl=en>), Pocket (<https://getpocket.com/en/R>), Voice aloud reader icon (https://play.google.com/store/apps/details?id=com.hyperionics.avar&hl=en_US), Speechify (<https://speechify.com/>), ReadSpeaker (<https://www.readspeaker.com/>), Speech Service by Google (https://play.google.com/store/apps/details?id=com.google.android.tts&hl=en_US), Voicemaker (<https://voicemaker.in/>), Voice Aloud Reader (<https://voice-aloud-reader.id.uptodown.com/android>), Balaboika (<https://www.cross-plus-a.com/balabolka.htm>), and Speechnotes (<https://speechnotes.co/>) as can be seen in the following figure.

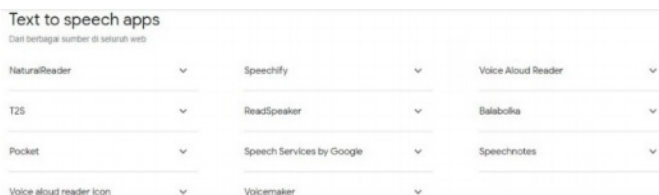


Figure 4: *The Types of Text to Speech Applications*

The usefulness of online text-to-speech resources utilized by EFL teacher candidates to be ready for an oral success exam was investigated by Eksi & Yesilcinar (2016). In addition, by converting text data into audio files, TTS features highlight the content on the computer. When using TTS, students outperform those who just use standard computer programs in terms of literacy scores and vocabulary acquisition (Huang & Liao, 2015). In order to enhance students' vocabulary performance and encourage self-learning, Chiang (2019) reviewed a few text-to-speech (TTS) programs that may be utilized in EFL classes, such as NaturalReader, an online and desktop application, text-to-speech, TTS reader, and VOCALWARE.

Fitria (2022) encouraged teachers to teach pronunciation using Natural Reader Text-to-Speech (TTS) and concentrated on using TTS programs to create, make, or construct listening resources for English language instruction, particularly iSpeech. On the other hand, Text-to-speech synthesizer applications for upper secondary English language acquisition were examined by Stoker (2019), with an emphasis on the teacher's viewpoint. He concluded that rather than being viewed as a fix, the use of TTS in the classroom should be viewed as a compensating tool that can help struggling readers, and that doing so may even motivate students to read more independently in order to succeed academically. James (2016) investigated how reluctant speakers could be assisted in improving their pronunciation by using Text-to-speech, an online technology that can enhance spoken production for English as a Second Language (ESL) learners. In Al-Jarf's (2022)

study, the text-to-speech (TTS) program NaturalReader was utilized to help freshmen students improve their decoding abilities, reading fluency, and pronunciation accuracy.

Further Discussion on Speechify Text-to-Speech (TTS) Application

Hagstrom and Lin (2001) investigated the linguistic optimization of the Speechify text-to-speech (TTS) engine, which was intended for use in the VocalPoint voice-browser and related applications. The TTS engine has to be able to handle both dynamic content and static system messages in order for users to browse websites over the phone. It was discovered that this requires an expansion of the text normalization module in order to accommodate the wide range of text present on the Internet. Language learning advocates who support computer-assisted methods have included text-to-speech (TTS) and speech recognition into language instruction. TTS translates text data into a voice reading immediately. It then uses patented speech synthesis technology to clearly read out the anthropomorphic sounds with adjustable speed and frequency. Finally, it uses natural semantic analysis techniques generated through artificial intelligence to make effective judgments on letters, words, the tone of numerals, and special reading methods. This enables accurate and natural pronunciation of every word (Huang & Liao, 2015).

The study conducted by Kiamanesh, Murphy, and Castel (2023) examined the effects on comprehension and metacognitive monitoring of learning when digital

passages are consumed in one of three modalities or with accented speechify text-to-speech recordings. In addition, Kiseleva & Novikov (2023) investigated the possibilities and shared their experience of teaching their students and improving pronunciation of individual sounds in a foreign language, mastering its phonetic system, intonation, logical stress, etc. by using services like the neural-network-based Readspeaker, Speechify, Google Translate, etc. With the use of these tools, foreign language learners can now focus on mastering sentence-level pronunciation rather than just individual words, potentially greatly enhancing their connected speech abilities.

Teachers of English can now combine informational instruction with English language learning resources with the use of text-to-speech technology. Furthermore, teachers are not constrained by textbooks when choosing which computer-aided teaching materials to use, which adds to the depth of instruction. To effectively learn English, students must acquire accurate pronunciation knowledge prior to memorization of words. To aid children in learning spelling, it is important to encourage the development of engaging and dynamic teaching and learning activities.

Author

Hidayah Nor, M.Pd. is English Language Education Department lecturer at Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin. She studied Master Degree in State University of Malang focused on English Language Teaching and graduated in 2013. She has made English modules for her main areas of interest include Listening, Writing, Instructional Design, and

Business English and presented papers at national and international conferences on ELT. Her Instagram account @hidayahnor88.

References

- Al-Jarf, R. (2022). Text-to-speech software for promoting EFL freshman students' decoding skills and pronunciation accuracy. *Journal of Computer Science and Technology Studies*, 4(2), 19-30. DOI: 10.32996/jcsts
- Chiang, H. H. (2019). A comparison between teacher-led and online Text-to-Speech dictation for students' vocabulary performance. *English Language Teaching*, 12(3), 77-93. <https://doi.org/10.5539/elt.v12n3p77>
- Eksi, G. Y., & Yesilcinar, S. (2016). An Investigation of the Effectiveness of Online Text-to-Speech Tools in Improving EFL Teacher Trainees' Pronunciation. *English language teaching*, 9(2), 205-214. <http://dx.doi.org/10.5539/elt.v9n2p205>
- Amin, E. A. R. (2022). Using repeated-reading and listening-while-reading via text-to-speech apps in developing fluency and comprehension. *Online Submission*, 12(1), 211-220. URL: <https://doi.org/10.5430/wjel.v12n1p211>
- Fitria, T. N. (2022). Utilizing Text-to-Speech technology: natural reader in teaching pronunciation. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 2(2), 70-78. <https://doi.org/10.47766/jetlee.v2i2.312>

Hagstrom, C., & Lin, Q. (2001). A case study in optimizing TTS for Web content. *The Journal of the Acoustical Society of America*, 110(5_Supplement), 2774-2775.

<https://doi.org/10.1121/1.4777733>

Huang, Y. C., & Liao, L. C. (2015). A study of Text-to-Speech (TTS) in children's English learning. *Teaching English with Technology*, 15(1), 14-30. <http://www.tewtjournal.org>

James, I. (2016). The use of web-based Text-to-Speech tool in improving English pronunciation and changing perception of error correction among young learners. *International Journal on E-Learning Practices (IJELP)*.3 <https://doi.org/10.51200/ijelp.vi.715>

Kiamanesh, L., Murphy, D., & Castel, A. (2023). To read or to listen: the effect of text-to-speech software and accents on comprehension of digital media. *Modern Psychological Studies*, 29(1), 24. Available at: <https://scholar.utc.edu/mps/vol29/iss1/24>

Kiseleva, A., & Novikov, P. (2023). Using speech synthesis software to improve students' pronunciation tools for the classroom and self-study. In *INTED2023 Proceedings* (pp. 6394-6398). IATED. doi: 10.21125/inted.2023.1692

Meihami, H. (2013). Text-to-speech software: a new perspective in learning and teaching word stress, word intonation, pitch contour, and fluency of English reading. *International Letters of Social and Humanistic Sciences*, (08), 24-33. <https://www.cceol.com/search/article-detail?id=240681>

- Meihami, H., & Husseini, F. (2014). Bringing TTS software into the classroom: the effect of using text to speech software in teaching reading features. *Teaching English with Technology*, 14(1), 23-34. <http://www.tewtjournal.org>
- Roslaini, R., & Komara, C. (2020). The use of text aloud software in teaching students' pronunciation. *Getsempena English Education Journal*, 7(1), 27-41. <https://doi.org/10.46244/geej.v7i1.994>
- Sain, Y., & Cobar, J. (2023). Improving students' pronunciation in word stress through TTS (Text To Speech) feature: on a google translate application. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 837-844. Available at: <<https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/3321>>
- Sobkowiak, W. (2003). TTS in EFL CALL—some pedagogical considerations. *Teaching English with Technology*, 3(4), 3-11. <http://www.tewtjournal.org>
- Stoker, J. (2019). *Teachers' beliefs on utilizing TTS as a tool for learning English at Upper Secondary School*. <https://www.diva-portal.org/smash/get/diva2:1493348/FULLTEXT01.pdf>



Useful AI Tools for English Teachers

In the current educational practices where e-learning plays a central role and many recent technological inventions are accessible by people of all ages, bringing in artificial intelligence (AI) tools in the English as a foreign language (EFL) classroom is recommendable. Certain AI-powered tools, when used accordingly, can help teachers deliver an effective and engaging lessons as they could assist from the teaching preparation, live and flipped classroom activities, up to the assessment.

This *Useful AI Tools for English Teachers* book presents 30 chapters that dive deep into the realm of AI in the spectacle of EFL. The first two chapters discuss the theories and prospective practices of AI in the educational context. The other 28 chapters each review one AI-powered tool that is utilitarian in English language teaching-learning and studies covering its relevance, its features and affordances, its uses in English classes, to other related issues. This book is one perfect source for EFL teachers to start learning and experimenting with AI tools in their classes and for researchers to get inspired for their future studies on AI.

Aam Alamsyah
Achmad Munaja Ghufron
Ahmad Faozan
Al Ikhwan Fadqur Rohqim
Andi Rizki Fauzi
Andini Septama Sari
Anit Pranita Devi
Baiatun Nisa
Berlinda Mandasari
Dian Fadhilawati
Elysa Hartati
Gabby Maureen Pricilia
Hagung Yudistira Utomo
Hidayah Nor
Ida Ayu Oka Purnami
Ihda Khairun Nisa
Jordy Satria Widodo
Kristanto
Muhamad Hasbi
Ni Luh Putu Ning S P A
Nurohman
Nurul Hasanah Fajaria
Reza Mandera Saputra
Rohmatul Fitriyah Dewi
Shabrina An Adzhani
Shally Amna
Soni Ariawan
Sri Rejeki
Teguh Adimarta
Yuliana Mangendre



CV. RIZQUNA

Jl. KS Tubun Gang Camar RT 05/04
Karangsalam Kidul, Kedung Banteng, Banyumas

www.rizquna.id

penerbit_rizquna

cv_rizqunaa@gmail.com

085257288761

ISBN 978-623-5999-99-9

