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The Effect of Using Concept-Oriented Reading Instruction on Students Reading Comprehension in Narrative Text at Eighth Grade of SMP Swasta GKPI Padang Bulan

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Abstrak

Penelitian ini bertujuan untuk menemukan pengaruh yang signifikan terhadap prestasi pemahaman membaca siswa sebelum dan sesudah menggunakan Instruksi Membaca Berorientasi Konsep dalam Teks Narasi pada siswa kelas delapan SMP Swasta GKPI Padang Bulan. Penelitian ini merupakan penelitian kuantitatif dan dilaksanakan dengan menggunakan desain eksperimen dengan kelas eksperimen dan kelas kontrol. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah pre-test dan post-test. Populasi penelitian ini adalah 40 populasi siswa. Sampel penelitiannya adalah seluruh populasi. Subjek dalam penelitian ini berjumlah 40 siswa, 20 siswa pada kelas eksperimen, dan 20 siswa pada kelas kontrol. Hasil uji t sampel berpasangan dan hasilnya menunjukkan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (Ho) ditolak karena skor uji t (to) lebih tinggi dari t tabel (tt). Skor tersebut adalah $13,7 > 2,02$ pada tingkat signifikansi 5% dan $4,95 > 2,39$ pada tingkat signifikansi 1%, yang berarti terdapat pengaruh yang signifikan terhadap pencapaian pemahaman membaca siswa sebelum dan sesudah menggunakan Instruksi Membaca Berorientasi Konsep dalam Narasi Teks Siswa Kelas VIII SMP Swasta GKPI Padang Bulan.

Kata Kunci: Instruksi Membaca Berorientasi Konsep, Pemahaman Membaca

Abstract

This study is aimed to find the significant effect on the students' reading comprehension achievement in before and after using Concept Oriented Reading Instruction in Narrative Text at the eighth year students of SMP Swasta GKPI Padang Bulan. This research was quantitative research and it was conducted by using an experimental design with an experimental class and a control class. The technique of data collection used in this research was pre-test and post-test. This research used population was 40 population of students. The sample of the research was all the population. The subject in this research was 40 students, 20 students in the experimental class, and 20 students in the control class. The result of paired sample t-test and the result shows that the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected because the t-test score (t_o) is higher than the t-table (t_t). The score is $13,7 > 2,02$ in the degree of significance 5% and $4,95 > 2,39$ in the degree of significance 1%, which means there is significant effect on the students' reading comprehension achievement in before and after using Concept Oriented Reading Instruction in Narrative Text at the eighth year students of SMP Swasta GKPI Padang Bulan.

Keywords: Concept Oriented Reading Instruction, Reading Comprehension

INTRODUCTION

The English language, like any language, consists of four skills: listening, reading, speaking, and writing. These skills are divided into two groups: receptive and productive. While receptive consists of reading and listening skills, productive refers to writing and speaking (Sari & Aminatun, 2021). When the learners learn receptive skills, they receive the language from spoken or written text and decode the meaning to understand the text. Reading is increasingly seen as one of the most important skills. Reading can be considered one of the most basic ways of acquiring information in our society and for academic purposes in particular. It plays a vital role because it is one of the most frequently used language skills in everyday life (Ferrah & Nemmouchi, 2018).

Comprehension constitutes one of the most important components of developing English reading skills. Learning how to understand the content of reading in english is essential for a learner to be proficient nevertheless there were many factors that influence the students' failure of comprehending a text (Reyes-Chua & Lidawan, 2019). It might comes from the students' side such as lack of interest or concentration, lack of understanding words and sentences. And many teachers usually orients the students to a textbook in teaching reading. Teacher just teach the students by asking them to read the text book and answer the questions provide in the textbook. Therefore, the students become passive in teaching learning process and they cannot comprehend their reading text. Reading's goal and purpose is comprehension (Yuni, 2022). There is no reading

without it. Reading involves not only the recognition of printed symbols as well as the development of meaning to the words supposed for comprehension provided by the writer. The importance of text comprehension in the reading process will not be overestimated.

Reading comprehension based on two interconnected abilities: word reading (decoding the symbols on the page) and language comprehension (understanding the meaning of the words and sentences). While trying to make sense of a text, that do not only remember the words and sentences that were read. Rather, individuals construct a mental image of what the text depicts by merging the meaning of the words and phrases into a meaningful whole, much like a movie in our thoughts. Reading requires good understanding if it is to be useful (Sakamoto, 2021).

Based on the researcher's observation through conducting preliminary study during teaching learning reading at the eight year students of SMP Swasta GKPI Padang Bulan still low ability in reading. There were many factors that influence the students' failure of comprehending a text. It might comes from the students' side such as lack of interest or concentration, lack of understanding words and sentences (Nabila, 2022). Many teachers usually orients the students to a textbook in teaching reading. Teacher just teach the students by asking them to read the text book and answer the questions provide in the textbook. Therefore, the students become passive in teaching learning process and they cannot comprehend their reading text (Nofrika, 2019).

Based on the table above in the learning process, the teacher asks the students to read the text. Then, the teacher gives questions to the students about the main idea and information contained in the text. It is clear that the teacher's strategy is not effective. The strategy of the learning process is very important to influence students' reading comprehension. If the strategy used by the teacher is effective and can be applied, the students will enjoy the lesson and find it easy to understand the text. One of these strategies is concept-oriented reading instruction (Darmawan & Prischilla, 2019).

Concept Oriented Reading Instruction is an approach which is good to use in teaching reading, where the teacher should concept all the instruction and all the material, then give the students motivation to read more and more. CORI stands for Observe and Personalize. Teachers concentrate on instructing students by activating background knowledge. CORI teachers begin by assisting children in interacting with the actual world in order to initiate student engagement in reading. CORI (Concept Oriented Reading Instruction) is search and retrieval. Teachers concentrate on instructing students by searching for information.

Students in CORI classrooms learn to seek for knowledge in the context of asking meaningful questions. In this example, kids are looking for answers to their questions. Comprehend and Integrate are the two aspects of Concept Oriented Reading Instruction (CORI). Through Summarizing and Organizing Graphically, teachers assist students absorb and integrate various incoming information into a coherent shape. Communicate to others is the most important part of Concept Oriented Reading Instruction (CORI) (Afriyuninda & Oktaviani, 2021).

The CORI technique can encourage students to participate in the reading process, focus on the text, enhance their motivation, have a long term memory in taking in the text, and improve their test score (Liu, 2021). Based on the explanation of background above, the researcher focuses to conduct research under the title "*The Effect of Using Concept Oriented Reading Instruction on Students Reading Comprehension at Eighth Grade of SMP Swasta GKPI Padang Bulan*".

RESEARCH METHOD

This research used quasi-experimental research. The quasi experimental design that two groups differed on theory post test scores altogether independently of any effect. There are two classes in this research. Those are control group class and experimental class. The experimental group was given a pre-test and post-test, while the control group was given merely a pre-test and post-test using conventional method in class (Cayari, 2018). An experimental research analyses the relation among two or more variables or it seeks the effect of one variable toward other variables. In other word, an experimental research has a predictive disposition. Furthermore, by comparing the pre-test and post-test scores which is also used to know whether there was significant effect of Cori strategy.

Population is a set or collection of all elements processing one or more attributes of interest. The population of this research is 8th grade that consist of 45 students of SMP Swasta GKPI Padang Bulan. In this research, the researcher take the students from 8A grade that is 23 students as a sample of this research. The sampling technique that the researcher used is cluster sampling. To determine this sample, the researcher have been doing discussion with the English teacher at the school (Agustin & Ayu, 2021).

Instrument is an important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Instrument is a tool to collect a data which is needed in research.

The instrument of this research is reading test which the test is multiple choice and essay test. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two kinds of test as the instrument in this research. They are pre-test and post-test. The pre-test will give before the students teach by using Concept Oriented Reading Instruction and post-test give after the students teach by using Concept Oriented Reading Instruction (Fitria, 2021).

The pre test given to both classes (control and experimental group) before the treatment conduct. It is to find out the homogeneity of the sample. First, the test that consist of 20 items is shared to the student by the researcher. Then, the students have 30 minute to finish the test. The treatment was given by the writer after pre-test has done. In this study, the writer applied the treatment. In experimental class, the researcher will applied Concept oriented reading instruction as the approach to help student understand about the material.

In conducting the research, collecting the data is very important. The accuracy of the result of research mostly depends on how accurate the uses instrument is. Before research is carried out, the instrument for the data collection should be prepared well. The researcher will use reading test as an instrument. On the test, the students will test by doing assignment that is multiple choice and essay test (Dheghu et al., 2021).

The two groups will be compared by applying the test to know how significant the effect of applying the concept oriented reading instruction technique on students' reading comprehension achievement. After the data in the form of students' scores on reading comprehension achievement has been obtained, the following steps will be carried out:

RESULT AND DISCUSSION

Result

Students" Reading Comprehension in Experimental Group

In this study, teaching reading by using Concept Oriented Reading Instruction was applied in the experimental group referring to the class VIII A. In acquiring the first data before the learning process was under taken, the researcher gave students the pre-test. The result of pre-test which the researcher had gained could be viewed on the table below:

Table 1. The Result of Students" pre-test in Experimental Group

No	Name	Score	Y	ΣY
1.	IS	6	30	900
2.	AP	6	30	900
3.	DS	7	35	1225
4.	AS	8	40	1600
5.	SYS	9	45	2025
6.	DAS	7	35	1225
7.	LM	6	30	900
8.	DS	12	60	3600
9.	PM	11	55	3025
10.	AS	16	80	6400
11.	DJS	9	45	2025
12.	SS	13	65	4225
13.	VAS	14	70	4900
14.	EGAM	10	50	2500
15.	EB	8	40	1600
16.	NR	12	60	3600
17.	YS	10	50	2500
18.	ADT	13	65	4225
19.	YK	8	40	1600
20.	ECS	9	45	2025
			970	51000

From the data above it is known that the score is the result of the correct number of 20 multiple choice pre-test questions given to 20 experimental class students, and the X statement is a score calculation after that is totaled to get a score of 970 which will later be used to calculate the mean score and standard deviation (Pitarch, 2020). The following is the formula used when checking questions according to Linda Crocker and James Algina in Khaerudin in previous chapter ,for the assessment criteria in the reading test given is a score of 0 for incorrect and 1 for correct. The scores of test were analyzed by using the following formula:

$$Students' Score = \frac{\text{the number of correct answer}}{\text{the number of test item}} \times 100$$

For X^2 , it is obtained from the results of each X score which is squared by 2 after that it is added up and a score of 51000 is obtained which will later be used to measure or find out the standard deviation. From the data above, research find the means score below :

$$\begin{aligned}
N &= 20 \\
\sum X &= 970 \\
M1 &= \frac{\sum x}{N} \\
M1 &= \frac{970}{20} \\
M1 &= 48,5
\end{aligned}$$

Where :

$M2$: Mean score of experimental group;

$\sum x$: The sum of students score in experimental group;

N : The amount of students at experimental group.

The following is the result of calculating the standard deviation :

$$\begin{aligned}
SDx &= \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}} \\
SDx &= \sqrt{51000 - \frac{(970)^2}{20}} \\
&= \sqrt{\frac{51000 - 47045}{19}} \\
&= \sqrt{\frac{3955}{19}} \\
&= \sqrt{208,1} \\
&= 14,4
\end{aligned}$$

Where :

SD_x : Standart deviation of control group;

X : Score of experimental group;

N : The amount of student at experimental group.

Based on the data presented on the table above, the calculation result of 20 students" scores in pre-test at experimental group indicates that they possess the mean score as 48,5 and the standard deviation was 14,4. The condition of students" reading comprehension after CORI strategy was implemented could be viewed based on the result of posttest to 20 students having seat on the experimental group.

In reviewing the data presented on the table 4.8, the fact showed that the experimental group produced the score higher than the scores found out from the control group. It was proven by the calculation of mean scores owned by both groups. In the control group, the mean got from pre-test was 50,5 and from post-test was 63. It can be said that the conventional method teaching technique improves students" reading comprehension. Based on the measurement through a valid and reliable instrument

(Silalahi et al., 2018). Therefore in the experimental group, the mean score acquired from pre-test was 48,5 and from post-test as 80,5. It can be said that Concept Oriented Reading instruction Strategy was effective toward students" Reading Comprehension (Simamora & Saragih, 2019). Based on the same procedure of measurement through the same valid and reliable instrument. So, it could be conclude that there was a significant effect of the treatment for the experimental group, which could be seen (Kusmaryani et al., 2019).

The Analyzing of Data

After the data pre-test and post-test were collected, then the data were analyzed in the normal distribution test and hypothesis (t-test).

Normality Test

Normality test was done to know whether the results of the students' pre- test and post-test in control and experimental groups are normal or not. In analyzing the normality. In analyzing the normality, the writer used Kolmogorov-Smirnov test in SPSS 17. The data is obtained from the students' pre-test and post-test in control and experimental groups. The test is considered normal whenever it is higher than 0.05. The data of normality test was figured out in.

Table 2. Data of Normality Test

Group	Test	Kolmogrov-Smirnov Z	Alpha (α 0.05)	Result
Experimental	Pre-test	0.864	> 0.05	Normal
	Post-test	0.954	> 0.05	Normal
Control	Pre-test	1.393	> 0.05	Normal
	Post-test	1.439	> 0.05	Normal

The Kolmogrov-Smirnov test of the pre-test and post-test results of expository reading of the experimental group showed that Kolmogrov-Smirnov was 0.864 for pre-test and 0.954 for post-test. Since, 0.864 and 0.954 was higher than 0.05, so it could be concluded that the data were considered normal.

Finally, the Kolmogrov-Smirnov test of the pre-test and post-test results of expository reading of the control group showed that Kolmogrov-Smirnov was 1.393 for pre-test and 1.439 for post-test. Since, 1.393 and 1.439 was higher than 0.05, so it could be concluded that the data were considered normal.

Homogeneity Test

Homogeneity test was done to know whether the results of the students' pre-test and post-test in control and experimental groups are homogenous or not. In analyzing the homogeneity, the writer used the Levene Statistics in SPSS 17. The result is obtained from the students' pre-test and post-test in control and experimental groups. The test is considered homogenous whenever it is higher than 0.05.

Table 3. Data of Homogeneity Test

Variable	Test	Group	N	Levene Statistics	Sig.	Result
CORI	Pre-test	Experimental	20	1.706	0.197	Homogenous
		Control	20			
Strategy	Post-test	Experimental	20	1.042	0.312	Homogenous
		Control	20			

From the table of measuring homogeneity test of students' pre-test scores in the experimental and control group, it was found that the significance level was 0.197. From the result of the output, it can be stated that the students' pre-test in experimental and control group was homogenous since it was higher than 0.05. Finally, based on measuring homogeneity test of students' post-test scores in the second experimental and control group, it was found that the significance level was 0.312. From the result of the output, it can be stated that the students' pre-test in experimental and control group was homogenous since it was higher than 0.05.

Hypothesis testing (t-test)

To examine the hypothesis, the researcher applies the t-test formula. Generally, the objective of t-test is to prove whether the "t" which is obtained refers to a significant difference between the mean score of both groups (control and experimental). The t-test calculation is steadily needed because it can more certainly decide whether hypothesis alternative can be accepted or not. The data calculation of both groups is done by applying the t-test which can be seen on the formula below:

Hypothesis Testing formula :

Hypothesis testing (the "t" Calculation)

$$M1 = 80,5$$

$$M2 = 63$$

$$SDx = 15,9$$

$$SDy = 16,4$$

$$Nx = 20$$

$$Ny = 20$$

From the calculating above the figure of "t" test found out was 13,7 and the value of "t" table from 37 subject was 2,02 It is proven that t obtained was bigger than t table (13,7 > 2,02). It means that the null hypothesis is rejected and the alternative hypothesis is accepted. In conclusion H_1 is accepted it means that there is an effect taught by using Concept Oriented Reading Instruction .

Research Finding

The research of Concept Oriented Reading Instruction. The eight grade students in SMP Swasta GKPI Padang Bulan were as the population of the research. Based on the result of calculation score both of experimental and control class above, it was found that there was a significant effect of Concept Oriented Reading Instruction toward students" reading comprehension particularly in experimental class (Arivazhagan et al., 2019). It was proved by the result of calculation for experimental class showed that they had higher score than the control class which was taught by conventional teaching (discovery learning strategy). Before conducting the treatment, the mean score for the control group was 50,5 after conducting the treatment, the mean score was 63 points became 12,5. It means that there was increasing range of the score in control group which was taught by conventional teaching strategy (Discovery learning) (Jacobsen, 2020).

In other hand, the mean score for experimental group before the treatment was 48,5 After conducting the treatment by using concept oriented reading instruction strategy, the mean score increased 80,5 points became 32. It means that there was also increasing range of the score in experimental class which showed there was a significant effect of concept oriented reading instruction toward students" reading comprehension. From that, it can be said that there was a significant effect of using concept oriented reading instruction toward students reading comprehension because there was an increasing score that was higher than the control group score.

Through the description given above, it is evident that concept oriented reading instruction had effect toward students" reading comprehension specifically in the experimental class. The researcher also discovered an increase in students' reading comprehension in narrative tests, such as more detailed explanations of events, as well as achievement in reading narrative text after adopting concept-oriented reading training.

Discussion of the Research

Based on the research findings, it shows that concept-oriented reading instruction had an effect on students' reading comprehension, particularly in the experimental class. The researcher also found an increase in students' reading comprehension in narrative tests, such as explaining events, and achievement in reading narrative text after using concept-oriented reading instruction. This is supported by Guthrie et al., who claim that using concept-oriented reading instruction strategies. In his research, it was found that students who used the CORI strategy showed quite significant differences. When students become more active, they show changes in concept mastery, as indicated by students being able to complete problem-solving assignments, expressing their knowledge through mind mapping, writing reports, and others. Students who use the CORI strategy show that it is easier to investigate, understand, and integrate information from texts (Abdulameer & Suhair, 2019).

Moreover, there were some previous studies which have similar results to this present research. First, Asni Suryaningsih, completed her study in 2017 with the title "*Improving The Students' Reading Comprehension through Concept Oriented Reading Instruction (CORI)*". The result of this research indicated that using the CORI strategy could improve the students' literal comprehension and interpretative comprehension, especially in reading recount text. It was proven by the students' scores of the pre-test, which were generally "Fair" with a mean score of 5.3, while the scores of the post-test were generally "Good" with a mean score of 7.4. It showed that the students' reading comprehension in the post-test was higher than the pre-test.

Second, Kalsum U completed her study in 2018 with the title "*The Effect Of Concept Oriented Reading Instruction (Cori) Strategy Toward Students' Reading Comprehension*". She discussed the difficulties about students in reading comprehension. The result of the post-test showed that the mean of the experiment class was 80.41 and the mean of the control class was 70.83. However, $t = 3.525$ and $P = 0.01 < 0.05$, indicating that the two groups differ significantly. The result showed that the CORI strategy was effective to improve students' reading comprehension. In addition, the students also had positive attitudes toward the use of the CORI strategy. It is recommended to conduct an experiment for another school level (Simatupang et al., 2021).

Third, Ardayati and Herlensi Zesti completed their study in 2019 with the title "*Teaching Reading Comprehension Through Concept Oriented Reading Instruction (Cori) Strategy to the Eighth Grade Students Of Smp Negeri 13 Lubuklinggau*". The study found that the Concept Oriented Reading Instruction (CORI) Strategy significantly improved students'

reading comprehension achievement. The paired t-test result was 11.43, with a 95% significance level. The study concluded that the CORI strategy was effective in teaching reading comprehension to the students, with only 7 students passing the minimum mastery criteria in the pre-test and 20 students in the post-test. Finally, it can be said that employing the CORI strategy to teach reading had a considerable impact on students' reading comprehension.

CONCLUSION

Based on the result in the previous chapter and after getting the result of the treatments, the researcher concludes that :

- a. The students' reading comprehension can improve after using conventional teaching strategy. It is proven by the mean of the posttest. The mean score of pretest by using conventional teaching strategy was 50,5 however the mean score of posttest after using conventional system was 63. It means that this strategy can improve students' reading comprehension based on an increase in mean score.
- b. The students' reading comprehension increased after using concept oriented reading instruction as a strategy in the classroom and the result is much better than the previous one. It could be proven from the mean score, the mean score in pretest is higher than the mean score in posttest ($48,5 > 80,5$). It is concluded that the using concept oriented reading instruction strategy was effective toward students' reading comprehension.

Based on data above, the increasing of the score in control group was not higher than experimental group. It indicates that there was a significant different achievement by using CORI strategy in teaching reading comprehension than using conventional strategy. Finally, it can be concluded that using of CORI in teaching reading comprehension has greater contribution and a significant effect on students' reading comprehension. Based on the result of hypothesis that said "there is a significant effect using CORI Strategy toward Students", reading comprehension of the eight grade of SMP Swasta GKPI Padang Bulan in 2022/2023 academic year is accepted.

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