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The Effect Of Using Read, Encode, Annotate, Ponder (Reap) Strategy on Reading Comprehension of Descriptive Text at Tenth Grade Student Of SMA N 2 Pematangsiantar Academic Year 2023/2024

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Abstrak

Penelitian untuk mengetahui pengaruh penggunaan strategi Read, Encode, Annotate, Ponder (Reap) pada siswa di Kelas dijadikan pertimbangan terdiri dari pre-test dan post-test untuk mengetahui pengaruh penggunaan strategi Read, Encode, Annotate, Metode Renungan (REAP) untuk meningkatkan pemahaman membaca. Penelitian dilakukan di SMA Negeri 2 Pematang Siantar JL. Patuan Anggi No.85a, Suka Dame, Kecamatan Siantar Utara, Kota Pematang Siantar, Sumatera Utara Tahun ajaran 2023–2024 akan menjadi saksi selesainya penelitian ini. Fokus penelitian ini adalah pada siswa kelas X-3 dan X-9. Proses pembelajaran di kelas juga menjadi objeknya. Subyek penelitian ini adalah seluruh siswa kelas -3 dan X-9 yang berjumlah 10 orang yang dijadikan sampel, yaitu kelas utama X-9 yang berjumlah 36 siswa, sedangkan kelas kontrol X-3 berjumlah 36 siswa, sedangkan kelas kontrol X-3 berjumlah 36 siswa. . Dibandingkan dengan tiga puluh enam siswa setingkat yang tidak mendapat perlakuan di SMA Negeri 2 Pematangsiantar, perhitungan data di atas menunjukkan bahwa penerapan strategi REAP (Read, Encode, Annotate, Ponder) memberikan hasil yang signifikan dalam meningkatkan kemampuan siswa. ' kemampuan membaca pemahaman dan teks eksplanasi. . Menurut penelitian ini, siswa yang menerima perlakuan tiga kali meningkatkan nilai tes membaca mereka sebesar 38,11 poin, sedangkan siswa yang tidak menerima perlakuan melihat perbedaan rata-rata dalam skor sebelum dan sesudah tes sebesar 35,95 poin. Dengan kata lain, rata-rata nilai post-test kelas eksperimen ditemukan lebih besar dibandingkan dengan rata-rata nilai post-test kelas kontrol. Selain itu, hasil penghitungan effect size menunjukkan pengaruh yang moderat. Kesimpulannya, penelitian ini memvalidasi dan menanggapi hipotesis bahwa Strategi REAP

meningkatkan pemahaman siswa terhadap teks deskriptif ketika mereka membacanya di kelas X SMA Negeri 2 Pematangsiantar Tahun Pelajaran 2023–2024.

Kata Kunci: *Pengaruh Strategi Membaca, Menyandikan, Menganotasi, Merenungkan (Menuai)*

Abstract

Research to determine the effect of using the Read, Encode, Annotate, Ponder (Reap) strategy on students in Class taken into consideration in consisting of a pre-test and post-test to determine the effect of using the Read, Encode, Annotate, Ponder (REAP) method to improve reading comprehension. Research was conducted at SMA Negeri 2 Pematang Siantar JL. Patuan Anggi No.85a, Suka Dame , North Siantar District, Pematang Siantar City, North Sumatra The 2023–2024 academic year will see the completion of this research. The focus of this research is on students in classes X-3 and X-9. The learning process in the classroom is also the object. The subjects of this research are all 10 students from class -3 and X-9 were used as samples, 36 students were in the experimental group in the main class, X-9, while 36 students were in the control group, X-3. Compared with thirty-six students at the same level who did not receive treatment at SMA Negeri 2 Pematangsiantar, the calculation of the data above shows that the application of the REAP strategy (Read, Encode, Annotate, Ponder) provides significant results in improving students' reading comprehension and explanatory text abilities. . According to this study, students who received the treatment three times improved their reading test scores by 38.11 points, while students who received no treatment saw an average difference in pre- and post-test scores of 35.95 points. In other words, the average post-test score for the experimental class was found to be greater than the average post-test score for the control class. Apart from that, the results of calculating the effect size show a moderate influence. In conclusion, this research validates and responds to the hypothesis that the REAP Strategy improves students' understanding of descriptive text when they read it in the tenth grade of SMA Negeri2 Pematangsiantar Academic Year 2023–2024.

Keyword: *The Effect, Read, Encode, Annotate, Ponder (Reap) Strategy*

INTRODUCTION

Speaking, listening, reading, and writing are the four skills that English language learners need to become proficient in. One of the four key competencies that students must master is reading, particularly as they become more knowledgeable and have more language learning experience. Speaking, listening, reading, and writing are the four skills that English language learners need to become proficient in. One of the four key competencies that students must master is reading, particularly as they become more knowledgeable and have more experience learning a language (Koval, 2019).

The act of interpreting text through reading requires strong comprehension abilities. Declare that reading is the most crucial of the four second language skills for a lot of students, especially those learning English as another (AKBARI et al., 2021).

Helping with the reading comprehension process is one of the benefits of reading a book. Perception, as defined by Pardo (2004), is the process through which readers interact with the text and give it meaning by combining information from the text with information from outside sources, their prior knowledge, and experiences. The text itself as well as the reader's interpretation of it. Reading comprehension involves making sense of the text. To comprehend the instructional and educational materials, students must increase their ability to read. The ability to comprehend written material is referred to as comprehension while reading. The degree of understanding a text is known as reading comprehension. Understanding or interpreting information is what reading comprehension is all about (Merlin & Toneva, 2022).

A set of exercises called "Reading Comprehension" go over some of the material found in English texts. Reading presents a number of typical challenges that students encounter when learning another tongue, such as vocabulary problems, information retrieval issues, and difficulties coming to the correct conclusions. Understanding every meaning or piece of information the author is trying to get across in the text is the goal of reading comprehension. There are several levels of reading comprehension that have been compiled from different sources, according to Brown as cited in Hasmiati (2020: 15). These levels are exact knowledge, inference knowledge, critical and evaluative knowledge, and appreciate comprehension. Senior high school students should use the review or critical evaluative as well as the personal reactions type (Salem, 2019).

Students typically struggle with reading comprehension. A number of common problems or obstacles that they encounter include their continued inability to critically analyze the content of the text, their failure to set aside time for study, and their inability to understand the meaning of phrases (Iheduru - Anderson, 2020). The Satriani (2018) 18 The following phenomena demonstrate students' difficulties with consuming awareness: While some pupils find it difficult to comprehend the idea of reading for which means others are still not able to ascertain the book's factual information, identify the main concept, interpret any phrase references or comparable terms, or ascertain the communicative value of the text (Jocius et al., 2021).

According to research conducted on teaching practices at SMA N 2 Pematang Siantar, students' challenges with reading comprehension were (1) their inability to recognize the author's intention in the text and (2) their inability to locate factual

information in the text. (2) Because they don't read independently, students read less effectively. Put another way, students who read infrequently may find it difficult to expand their vocabulary. (3) Students are not able to infer the word meaning from context cues. When pupils encounter challenging vocabulary, they often choose to ignore it, which deters them and causes them to give up on reading. (4) The text is difficult for the students to understand. Numerous things, including lengthy texts, difficult vocabulary, and incomprehensible text, contribute to difficulties (Primasari et al., 2021). (5) The students struggle with comprehending texts and receive text messages because they do not have a sufficient vocabulary in English. (6) Students find it challenging to draw conclusions from the text and to identify the implied meaning.

The researcher wants to assist the student in understanding the text, obtaining the necessary information, and solving this problem. A few learning techniques and strategies can be used to aid students in understanding the text. Among them is the Read, Encode, Annotate, and Ponder (REAP) strategy. The REAP approach seeks to improve reading comprehension and help students better understand the role of the writer in writing by developing their reading skills. The goal of this method is to help readers comprehend and read texts more easily (Gao et al., 2020). By utilizing the Read, Encode, Annotate, and Ponder (REAP) techniques, students were able to draw connections between the text and their understanding of the book. It is expected of students to be able to enhance their reading comprehension.

The researcher here discusses several studies that are relevant to this subject. Hasmati, Abdul Haris Sanubi (2021) conducted a study titled "The Effectiveness of Reading Encoding Annotating and Pondering Technique Toward Students' Reading Comprehension at SMA Negeri 1 Sarudu Kab. Pasangkayu." The eleventh graders at SMA Negeri 1 Sarudu Kab. Pasangkayu continue to struggle with comprehension when reading texts in English, particularly those that are descriptive (Ackermann et al., 2020). The goal of the study is to determine how well the REAP technique can increase students' reading comprehension. In this study, a two-group pretest-posttest quasi-experimental design was employed. Pre-test mean scores for students in the experiment class were calculated to be 50.81 and for the control class to be 41.21. Post-test mean scores for students in the experiment class were calculated to be 74.52 and for the control class to be 65.00. The results show that the independent sample t-test (4.756) and the two-tailed sig (0.000) are produced by SPSS. This indicates that $p\text{-value} = 0.05 < \text{sig} = 0.000$. Given that the t-test value (4.756) was higher than the t-table value (2,042), it was demonstrated the fact the alternate hypothesis (H1) is accepted (Hanif, 2016).

The second study by Tuti, Sijino, Henry Elisa, and Selviana Semu Meko was titled Learning Comprehension at One State Senior High School of Sintang: The Role of Reap (Read, Encode, Annotate, and Ponder) Technique. The goal of this study was to find solutions for students' problems in deciphering textual meanings and extracting information from them. Recognizing improvements in student participation and reading performance when teaching reading comprehension using the REAP technique was the aim of this study. Classroom Action Research (CAR) was the research design employed. A combination of observation, interviews, tests, and documentation were used to gather the data. According to the results, students' comprehension of a reading text has improved (Munthe, 2020).

The aforementioned explanation suggests that REAP strategies can aid students in comprehending the text. This tactic is used during the teaching process to help students comprehend the text better and find the relevant facts more quickly. When reading a text, students can also identify its intended audience with the aid of the REAP strategy. This tactic encourages students to think methodically and creatively (Sitorus & Fukada, 2019). They effortlessly pique students' interest, which leads to greater openness and cooperation in the classroom (Sari & Zakrimal, 2020). As a result, in order to better understand how students read descriptive texts, researchers conducted a study titled "The Effect of Using Read, Encode, Annotate, Ponder (Reap) Strategy Towards Students" in the tenth grade at Sma N 2 Pematangsiantar Academic Year 2023/2024.

METHOD

As stated by W. John and Creswell In order to answer predefined questions or test hypotheses, quantitative research, according to Ary et al. (2014:681), collects numerical data through controlled procedures and analyses. When examining social issues, quantitative research typically uses a theory made up of variables, numerical measurements, and statistical techniques to assess whether or not predictive generalizations are accurate (Solovyev et al., 2018).

Quasi-experimental design is in Campbell and Julian's (1966:34) opinion. In this instance, intensive reading is used to teach descriptive texts to the experimental class, while the controlled class receives instruction without intensive reading. There are two types of designs for a quasi-experiment: post-test only and post-test and post-test.

Threats to internal and external validity are recognized in this research and experimental design, and these factors are taken into consideration in the, which consists of a pre-test and post-test to determine the effect Use the Read, Encode, Annotate, Ponder (REAP) method to improve your comprehension of reading. The sample is split into two

groups for the experimental research: the control group and the experimental group. The experimental group would receive instruction utilizing REAP techniques (Ali, 2021).

Research was conducted at SMA Negeri 2 Pematang Siantar JL. Patuan Anggi No. 85a, Suka Dame, Kec. Siantar Utara, Kota Pematang Siantar, Sumatera Utara. The academic year 2022–2023 will see the completion of this study. This study's focus is on students in grades X-3 and X-9. The classroom learning process is the object, too.

Ary et al. (2014:680) defined the population as the broader group to which a researcher wants to make generalizations; it consists of every member of a specific class of individuals, occasions, or items. The pupils in grade eleven at SMA Negeri 2 Pematang Siantar comprise the research population. The eight-grade population was selected by the researcher because, in her experience conducting teaching practice at this school, she discovered that students struggled to understand the text when they read it. The subjects of this study are all of the 10 students in class X at SMA Negeri 2 Pematang Siantar in the academic year 2022–2023 (Lemon & Hayes, 2020).

According to Ary et al. (2014:682), a sample is a group that has been chosen for observation in a study from the population. Purposive sampling was utilized in this investigation to select a class for further investigation. Two classes of ten classes, totaling 360 students, will be used as samples by the researcher. Two classes are chosen, one for the experimental group and the other for the control group. The control group is the one that receives alternate treatment, standard care, or instruction without the use of the REAP strategy when teaching descriptive texts. A pair Classes X-3 and X-9 are the ones used for sampling. 36 students make up the experimental group in the main class, X-9, while 36 students make up the control group, X-3 (Mandasari & Aminatun, 2022).

The research instrument utilized in this study was a multiple-choice test. Tests are useful measurement tools in the field of education research. As a result, the test plays a crucial role in data collection. The author of this study used multiple-choice reading comprehension questions. The language assessment book by Douglas Brown served as the model for the construction of the instrument. He made reference to a number of questions, including: a) Main idea (topic) Expressions/idioms/phrases (Garrison, 2009).

Pre- and post-testing was the method of testing that was used in this study to collect data. The purpose of the pretest was to gauge the students' prior understanding of the relevant descriptive text before the treatment was put into practice. Both the controlled class and the experiment received the test. Additionally, the experimental class student received the REAP strategy as a treatment four times following the completion of the pretest. A controlled class that receives no treatment at all will be taught descriptive text

during the course of the treatments. A post-test is administered to students following various treatments in an experimental and controlled class to gauge their progress. The results of the pre- and post-tests are then compared in order to Assess the effectiveness of the REAP strategy in helping students comprehend descriptive texts (Yamagata et al., 2022).

The applicability of the study's hypotheses, namely whether the null or alternative hypothesis should be accepted, was assessed using t-tests (Huntul et al., 2022). The purpose of the test was to gauge how well students understood descriptive content after using the REAP strategy. Using IBM SPSS Statistics 20, if the p-value or sig (-tailed) is less than the significance threshold of $\alpha = 0.05$ (5%), the alternative hypothesis is accepted.

RESULT AND DISCUSSION

Description of Data

As was previously mentioned, the assessment was administered to a group of SMA N 2 Pematangsiantar students in order to collect data. Both the experimental class (X-9) and the control class (X-3) had 36 students apiece that made up the sample. In order to ascertain whether the REAP (Read, Encode, Annotate, Ponder) method is beneficial for understanding written explanations, it was necessary to assess these students and collect empirical data. The test results were utilized to interpret the research findings, which were then displayed as descriptions of the data obtained from the test results (Bui, 2021).

Table 1. The Score Pre Test and Post Test Experiment Class of SMA N 2 Pematangsiantar

NO	Name	Pre	Post	Score gain
1	MAP	44	84	40
2	SS	44	76	32
3	IS	36	88	52
4	MS	32	80	48
5	Y	48	76	28
6	RA	52	76	24
7	AE	44	80	36
8	RJ	52	72	20
9	B	44	80	36
10	SF	28	84	56
11	JS	44	84	40
12	RP	44	76	32

13	SKN	44	92	48
14	MK	48	80	32
15	KH	40	80	40
16	TS	28	84	56
17	MK	40	80	40
18	MH	36	80	44
19	KN	36	80	44
20	GB	40	80	40
21	JS	48	80	32
22	RP	52	80	28
23	IS	40	88	48
24	EP	52	68	16
25	PS	52	82	30
26	GG	48	92	44
27	DA	48	88	40
28	AA	40	76	36
29	RT	44	92	48
30	MN	32	68	36
31	DS	28	84	56
32	DS	52	80	28
33	B	40	80	40
34	A	30	76	46
35	S	44	76	32
36	D	20	80	60
	Σ	1494	2866	1408
	Average	41.5	79.51	39.11

The figures above show the data displaying the test results of 36 students from SMA Negeri 2 Pematangsiantar's experimental class X-9. With an average score of 41.5, the total pre-test score was 1494. Remarkably, the pre-test score ranged from 20 to 52, with the lowest recorded at 20.

Analys the Data

The pre-test, post-experimental class, and controlled class data were collected by the researcher using the SPSS v.20 for Windows application. This analysis is guided by the following steps: After analysis and selection of a description statistic, the frequencies statistic is the final step.

Table 2. Table of Data Description

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest Experiment	36	20.00	52.00	1494.00	41.5000	8.20279
PostTest Experiment	36	44.00	92.00	2866.00	79.6111	8.38801
PreTest Control	36	20.00	52.00	1338.00	37.1667	6.71672
PostTest Control	36	40.00	88.00	2632.00	73.1111	8.74325
Valid N (listwise)	36					

The experimental class data is shown in Table 4.5 and includes 36 students. The pre-test score ranged from a minimum of 20 to a maximum of 52, with an average of 41.50. The standard deviation of the pre-test, which shows the degree of variation within the group, was 8.202. On the other hand, the experimental class's post-test results varied widely, with an average score of 79.61 and a range of 44 to 93. For the post-test, the standard deviation was 8.388.

It is clear from the data analysis that the scores of the experimental and control groups both increased. The mean score, however, indicates that the experimental class's score increase was more significant. Recall that the mean, which is determined by adding up all of the data and dividing by the total number of data points, is the average score. The controlled class experienced an increase of 35.95 points, from 37.16 to 73.11, while the experimental class saw an increase of 38.11 points, from 41.50 to 79.61.

T Test

In order to determine whether there is a significant or large difference between the pre- and post-test results after the sample received the treatment, the data hypothesis test is necessary for this research. Therefore, the researcher used a paired-sample test and the software SPSS v.20 for Windows to test the research hypothesis. When calculating and analyzing the data, the average score from both the pre- and post-tests for both classes was inserted.

The statistical tests performed on the experimental and controlled classes are summarized in the provided table. The combined sample size for the two classes, each with 36 students, is shown in the "N" column. Additionally, a significant difference in the mean scores between the experimental and control groups is shown in the table. In particular, the control class scored 73.11 on average, while the experimental class received an average score of 79.61. Thus, it can be concluded that the experimental class's treatment produced a statistically significant rise in the mean score—which came out to be 6.49 points.

As we proceed, it becomes clear how important hypothesis testing is. In order to answer the research question, which asks whether students in the experimental class—where the REAP (Read, Encode, Annotate, Ponder) strategy was used—have significantly improved their reading comprehension skills, hypothesis testing is an essential step. An independent t-test, a statistical analysis technique for comparing data from two different group samples, was employed by the researcher to carry out this assessment.

If the T-test's significance is less than the T-table's, the H_0 is accepted. When the T-test significance exceeds the T-table significance, H_0 is rejected and H_a is accepted. The following table shows the differences in the students' performance between the controlled class, which did not receive the REAP strategy, and the experimental class, which did.

Given that the calculated t_{observe} , 3.291, exceeded the critical t_{tabel} value of 1.66, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. This suggests that the tenth grade students at SMA N 2 Pematangsiantar were able to improve their reading comprehension in descriptive texts with the adoption of the REAP (Read, Encode, Annotate, Ponder) technique

Research Finding

Based on the data analysis in the table, it can be said that tenth grade students at SMA Negeri 2 Pematangsiantar are more affected by REAP strategy when comprehending text.

Pre-test results were based on 36 students in the experimental class at X-9 SMA Negeri 2 Pematangsiantar. The initial score was 1494, with an average of 41.5. In addition, the pre-test score ranged from 20 to 52 at the highest point. The post-test results of the same thirty-six students who were given the REAP (Read, Encode, Annotate, Ponder) strategy were then also disclosed by this dataset. The total score after all post-tests was 2866, reflecting an average score of 79.51 (Lismayanti & Pratama, 2019).

Comparably, information from thirty pupils in X-3 SMA Negeri 2 Pematangsiantar's control class was looked at. A total of 1388, with an average score of 37.16, were obtained from the pre-test. The pre-test results within this group varied from 20 to 52 on the minimum. These data also revealed the results of thirty X-3 SMA Negeri 2 Pematangsiantar

students who were also enrolled in the control class. This group's cumulative post-test score was 2632, with an average score of 73.11. The post-test results for the students ranged from 40 to 88 at the highest. Notably, students' average score increased by three points on the post-test compared to the pre-test (Suharsiwi & Nugroho, 2018).

The higher average post-test score compared to the pre-test mean score clearly shows that the students in class X-3 also saw an improvement in their comprehension. The observed improvement in both the lowest and highest scores attained further supports this improvement in students' understanding.

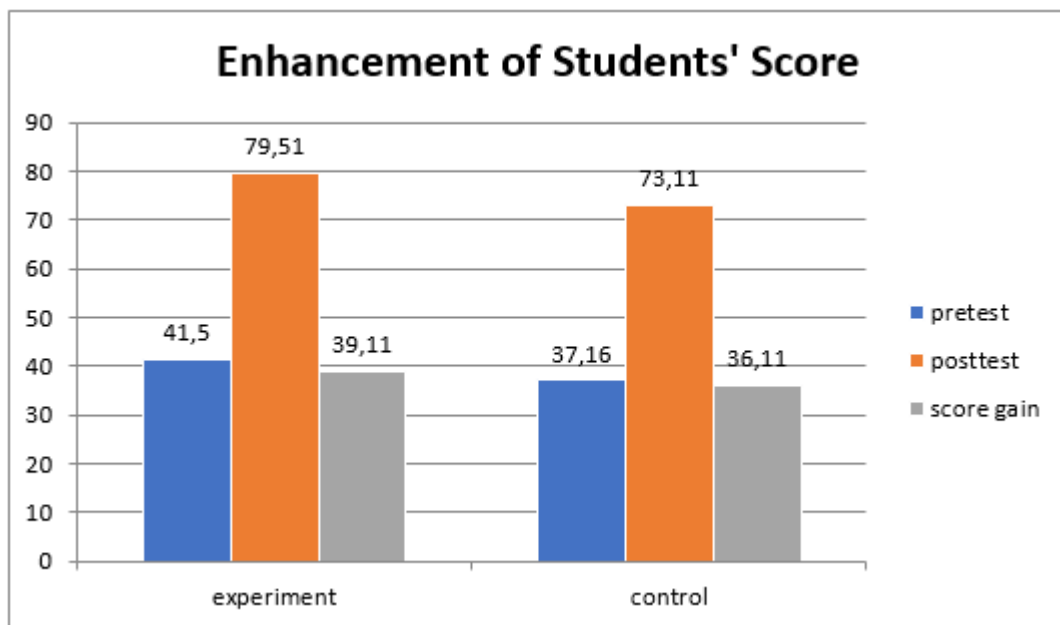


Figure 1. Students score

Discussion

The author used the REAP strategy to help the students' reading comprehension skills. The author employed this technique to help students gain a deeper comprehension of their role as authors in the text and to aid them in summarizing the contents. The way that students used the REAP strategy to improve their learning activities was positive. Thus, hopefully, the strategy will be helpful in learning exercises. Based on the fact that student learning activities have improved.

Following Manzo's method of teaching reading, the teaching strategy known as REAP provides several advantages for improving students' reading abilities. It has also successfully addressed difficulties in reading instruction and has been supported by a number of earlier research studies. Moreover, the REAP approach promotes

Pupils are expected to summarize the text on their own and draw conclusions from what they already know. In conclusion, taking into account the previously mentioned points, it is clear that the REAP strategy is effective in enhancing students' reading comprehension

skills, as demonstrated by both its real-world implementation during the research and its application in the classroom.

CONCLUSION

In the experiment class that was taught by using REAP strategy:

1. There is significant effect of REAP strategy on the student active in reading comprehension of descriptive text at tenth grade student SMA Negeri 2 Pematangsiantar.
2. The experiment class that was taught by using REAP strategy there significant improvement in reading comprehension on the score of comprehending a text
3. The result of this research while the researchers doing the stages of REAP strategy was;
 - a. While student done with the Encode, student going through the text and tend to process information deeply student can easily to found the main idea and the factual information.
 - b. Student can pick out the important pieces of the text that related to the main idea to make conclusion of the text
 - c. Student becomes active reading, because student read with added attention and write the statement what they just read and communicate and share the information with others.
 - d. In Pondering student more active to think and talk about the writer intention, and can help student to predict author hope they have learn.

Based on conclusion above, this research proves and answers the formulation of the research that REAP Strategy is effective on students' reading comprehension of descriptive text at tenth grade of SMA N 2 Pematangsiantar Academic year 2023/2024.

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