



UNIT PENELITIAN DAN PENGABDIAN KEPADA  
MASYARAKAT (UPPM) STKIP PGRI BANGKALAN  
PUSAT BAHASA

Badan Penyelenggara: YPLP-PT PGRI Bangkalan  
(Berdasarkan SK.MenKumHam No.AHU.3296.AH.01.04 Tahun 2010 tgl.10-8-2010)  
Jl. Soekarno Hatta No. 52 Telp (031) 99301078 Bangkalan 69116  
Website: www.stkipgri-bkl.ac.id Email: uppm@stkipgri-bkl.ac.id

SURAT KETERANGAN

Nomor: 202/CS/G/V/2023

Yang bertandatangan di bawah ini

Nama : Arfiyan Ridwan, M.Pd.  
NIDN : 0723078802  
Jabatan : Penanggung Jawab Pusat Bahasa

Menerangkan bahwa artikel di bawah ini:

- a) Nama penulis : Mohammad Arief Wahyudi, M.Pd
- b) Judul artikel : The Effectiveness Extensive Reading Strategy on the Students' Ability in Reading Comprehension
- c) Nama Jurnal : Journal on Edication
- d) Vol/No/tahun : 5/4/2023

telah diperiksa tingkat plagiasinya dengan menggunakan perangkat *Turnitin* dengan tingkat similaritas 23% yang hasil laporannya dilampirkan bersama surat ini.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Bangkalan, 13 Mei 2023

Mengetahui,  
Kepala UPPM

Mety Liesdiani, S.Kom., M.MSI  
NIDN 0023098104

Penanggung Jawab  
Pusat Bahasa

Arfiyan Ridwan, M.Pd.  
NIDN 0723078802

# The Effectiveness Extensive Reading Strategy on the Students' Ability in Reading Comprehension

*by Moh. Arief Wahyudi*

---

**Submission date:** 23-May-2023 01:33AM (UTC-0500)

**Submission ID:** 2099865489

**File name:** artikel\_extensive,\_arief.pdf (595.39K)

**Word count:** 4061

**Character count:** 22504

## The Effectiveness Extensive Reading Strategy on the Students' Ability in Reading Comprehension

Mohammad Arief Wahyudi<sup>1</sup>, Ihwan Firmansyah<sup>2</sup>

<sup>1,2</sup> STKIP PGRI Bangkalan, Jl. Soekarno Hatta No. 52 Bangkalan- Madura  
arwah74@stkipgri-bkl.ac.id

### Abstract

The real research was The Effectiveness Extensive Reading Strategy on the students' ability in reading comprehension was conducted at The Fifth Semester Students of STKIP PGRI Bangkalan as subject because they have gotten some problem to comprehend the text in Extensive Reading course. In solving their problem, the researcher tried to overcome by introducing Extensive Reading Strategy, because Extensive Reading is one of the strategies that can used to teach vocabulary and extensive reading can enhance student vocabulary, it needs the process of extensive reading in order that students can read more and more. The research was done from Jan 2<sup>nd</sup> to April 15<sup>th</sup> 2023. The population of The Fifth Semester Students in academic year 2020/2021 was 30 students, which consists one classroom. One class were taken as the sample of this research. The experimental quantitative research was applied in this research. The quantitative design, researcher used one class to be experimental group and control groups. The facts showed that T- critical (T- c) value was higher than the t-table on the level 2.024. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded the alternative was accepted that there was any significant Effectiveness Extensive Reading Strategy on the students' ability in reading comprehension. The students difficulties of using the Extensive Reading Strategy on the students' ability based on the minimal passing grade the students that 30 points or 30% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 70%, it means that there was The Effective Extensive Reading Strategy on the students' ability in reading comprehension was succeeded.

**Keywords:** Extensive, Reading Strategy, Reading Comprehension

### Abstrak

Penelitian sebenarnya tentang Keefektifan Strategi Membaca Ekstensif terhadap Kemampuan Siswa Dalam Pemahaman Membaca dilakukan pada Mahasiswa Semester V STKIP PGRI Bangkalan sebagai subjek karena mereka mendapatkan beberapa masalah untuk memahami teks dalam mata kuliah Membaca Ekstensif. Dalam memecahkan masalah mereka, peneliti mencoba mengatasinya dengan memperkenalkan Strategi Membaca Ekstensif, karena Membaca Ekstensif adalah salah satu strategi yang dapat digunakan untuk mengajarkan kosa kata dan membaca ekstensif dapat meningkatkan kosa kata siswa, perlu proses membaca ekstensif agar siswa dapat membaca lebih banyak dan lebih banyak lagi. Penelitian ini dilakukan dari 2 Januari hingga 15 April 2023. Populasi Mahasiswa Semester V tahun ajaran 2020/2021 sebanyak 30 mahasiswa yang terdiri dari satu ruang kelas. Satu kelas diambil sebagai sampel penelitian ini. Penelitian kuantitatif eksperimental diterapkan dalam penelitian ini. Rancangan kuantitatif, peneliti menggunakan satu kelas menjadi kelompok eksperimen dan kelompok kontrol. Fakta menunjukkan bahwa nilai T-kritis (T-c) lebih tinggi dari t-tabel pada taraf 2,024. Oleh karena itu, hipotesis nol ditolak dan hipotesis alternatif diterima. Jadi, peneliti menyimpulkan alternatif diterima bahwa ada pengaruh yang signifikan Strategi Membaca Ekstensif Keefektifan terhadap kemampuan pemahaman membaca siswa. Kesulitan siswa dalam menggunakan Strategi Membaca Ekstensif pada kemampuan siswa berdasarkan KKM siswa yang 30 point atau 30% rendah tidak lulus KKM dan siswa diatas KKM 70 %, berarti Strategi Efektif Membaca Ekstensif terhadap kemampuan siswa dalam membaca pemahaman berhasil.

**Kata Kunci:** Ekstensif; Strategi Membaca; Pemahaman Membaca

Copyright (c) 2023 Mohammad Arief Wahyudi, Ihwan Firmansyah

<sup>18</sup> responding author: Mohammad Arief Wahyudi

Email Address: arwah74@stkipgri-bkl.ac.id(Jl. Soekarno Hatta No. 52 bangkalan- Madura)

Received 4 April 2023, Accepted 10 April 2023, Published 10 April 2023

## INTRODUCTION

English is known an international language. People all over the world use English to communicate with other people in many countries. In other words, English is a mean of communication internationally. So that, people learn English in order that they can communicate by using English. Indonesian Students learn English from Elementary school to university level. Talking about English, there was four skill that the student must be knowing namely speaking, reading, listening and writing. The teachers are demanded to make students understand and improve their English ability. In teaching reading comprehension, lecturer gives a reading text with the new theme, try to execute the process of eliciting the general knowledge or prior knowledge of students related with the theme by answering questions or inquires their opinions about those themes then students have an opinion what will be discussed in progress (Muchtar 2019).

Talking about Reading comprehension at the college. The Fifth Semesters students of STKIP PGRI Bangkalan had some problem to comprehend the extensive reading course in the last level especially article comprehension. They had not only understood the content of the text but also their large knowledge. They must develop their knowledge by reading some book always so it was easy to comprehend the article. From the student's problem, the researcher tried to introduce the strategy in extensive Reading. By using extensive reading strategy, the problem can be solved, because: 1) In extensive reading enabling, students to read widely and in large quantities without constantly stopping, providing, increased word, 2) There are some activities, the reading is individualized, what means that students choose books they want to read, the students read it independently of the teacher and they are not required to do any tasks after reading and encourage to stop reading whenever they consider the material not interesting or too difficult. Therefore, there are some reasonings by using this strategy, as follows: First reason, the teachers can use extensive reading strategy as an appropriate strategy in teaching vocabulary, we can see from the problems of vocabulary, the first problem relates to the limited vocabulary. Most of students still unable to know vocabularies when the material given, they have no interest and get boring whenever the teacher describes the lesson. This phenomenon occurs in our students the limited vocabulary, it indicates that the students did not know at all about the vocabulary, so they have no idea about the topic being discuss. The second problem is about the related to the limited vocabulary is students unable to use the language conversation. If the pupils process vocabulary they will be able to use the language in conversation although in a simply conversation. Teacher shall be often in ordering the students to practice the language in conversation. It aids the students to create a communication. The third problem is about limited the vocabulary can be a problem of the lectures.

Extensive Reading is one of the strategies that can used to teach vocabulary and extensive reading can enhance student vocabulary, it needs the process of extensive reading in order that students can read more and more. Lecturer's creativity needed in determining the proper strategy in teaching reading comprehension for students. In teaching vocabulary, we can see from the vocabulary's problems (Sudirman 2016). The problem relates to the limited vocabulary. Most of

students still unable to know vocabularies when the material given, they have no interest and get boring whenever the teacher describes the lesson. This phenomenon occurs in our students the limited vocabulary, it indicates that the students did not know at all about the vocabulary, so they have no idea about the topic being discuss. If the students given a text, they will open dictionary to find out the meaning one by one. It is wasting time and make teacher achieve the curriculum. Based on the problem above, the researcher wants to conduct a research which was entitled: "The effectiveness Extensive Reading Strategy on the student's ability in reading comprehension".

### **Reading Comprehension**

English is one of the international languages that people need to know about the main communication materials to date. A problem that often occurs at this time, most students are even lazy and hard to learn English because of several things namely; because it is true that some do not understand English, it is very difficult to comprehend the lesson, there are persons who comprehend and can but rarely practiced so often do not remember it. In this modern era, reading skill becomes the main thing for humans because the developments in every aspect of life grow and develop very quickly. Reading can be done anywhere and anytime. Nowadays, we can read a lot of information easier by the books, internet, magazine, newspaper, etc. Even current technological advances make it easy for humans, especially to get information quickly (Sirait, Hutaauruk, and Herman 2020). For example in the presence of various kinds of tools such as mobile phones, laptops, tablets, and others can be used as a tool to get information more quickly. Comprehension is the process of eliciting and making meaning through interaction and involvement with written language (Pourhosein Gilakjani and Sabouri 2016). Reading comprehension is a process to understand the content of reading, looking for relationships between terms causality, the differences and similarities between the case in the discourse (Muchtar 2019). The process is a task of both reader and text factors that happen within a larger social context.

Comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Duke and Pearson 2004). The reading general comprehension refer to ability in understanding information on the texts and interpret it appropriated and correctly. However, Extensive Reading strategy in comprehension abilities are quite complex and different in numerous ways depending the tasks, motivation, goal and language abilities (Erler 2012).

The steps in teaching were divided into three steps based on Williams, as follows: 1). Pre-reading. The purpose of pre-reading was to assist the students to get the most out of what they were going to read. This was done by providing the students with pre-reading questions to activate students to think and to relate their relevant background to the text, 2). While-reading, the while-reading phase was to help the students develop the skills of eliciting from what they read. Students needed to use bottom up processes to analyze words, phrases and sentences in texts to verify their anticipation from the reading phase and to understand the details of the text. 3). Post-reading the purpose of follow up



was to help the students develop the information gained from what they learned. It enabled students not only to review or conclude what they have read from the text but also to integrate the textual information into their own experiences.

### **Reading strategy**

Reading is one of important skills in English that must be mastered by the students in learning a language. As one of the language skills, reading plays an important role because reading has become a part of our daily life. Reading activity provides many benefits for human being According to Pratiwi (2017) said that One of strategies could be considered by teachers to increase students reading skill is by using extensive reading strategy. Reading strategies are assumed to be important for students reading comprehension and the reading strategies equip the students with the skills of how to handle their reading effectively. Research reveals that good readers are actively (Banditvilai 2020).

The types of reading strategies as follows: 1). A. Skimming is a reading technique for speed reading. The purpose of skimming is to get an overview of the organization of the text and its main idea from a passage in a book, 2). Scanning is a reading skill that allows the reader to locate specific information quickly, 3). Making Predictions, defines prediction as "A matter of using an existing knowledge of a pattern or system in order to anticipate what is likely in a novel situation, 4). Questioning helps students monitor their comprehension and stay engaged and interested in their reading. Readers can use the questioning before, during, and after reading (Ghazal 1997).

### **Vocabulary**

Vocabulary is essential in second or foreign language acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings, it has an important rule for English as foreign language students. In increasing students' vocabulary mastery need an approach or strategies, it means as specific action by the students to make learning easier, faster, and more effective (Ghazal 1997). Learning strategies are possibly help the learner to study vocabulary. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary (Peter Yongqi Gu 2010). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nadarajan 2009).

According to Holidazia and Rodliyah (2020) mentions three procedures for teaching vocabulary, namely: cycled words, the second-hand cloze, and the vocabulary interview. In recycled words, the procedure for teaching vocabulary moves from receptive use to productive use that focuses on intentional learning.

### **Extensive Reading**

According to Muchtar (2019) stated that the score of student achievement in reading comprehension were in line with the development of their reading interest, it proved that the Extensive Reading greatly assists students to understand the text started from an easy passage up to

advanced reading level. According to Day and Bamford,<sup>8</sup> extensive reading is an approach in language teaching in which the students read a lot easy of materials in the target language. They can choose their own reading material and read it independently. They read for general understanding and they read for information and for enjoyment. If the material is not interesting or it is too difficult, they should stop their reading. Their reading should be at comfort zone-range, the material that they choose should be read easily and with confidence.

There are 10 basic principles that can make Extensive Reading activities successful and are also able to encourage educators to use them: 1). The reading material is easy; 2). Various reading materials on various topics are available;<sup>11</sup> 3). Students choose what they want to read; 4). Students read as much as possible; 5). Read for pleasure, and to gain information and understanding; 6). Reading is a gift<sup>7</sup>. Students generally read quickly and not slowly; 8). Silent and individual reading; 9). Educators provide guidance to students;<sup>25</sup> 10). Educator's model becomes a reader (Sudirman 2016). Specifically noted and emphasized that students who learn to read by Extensive Reading, develop positive attitudes and become motivated to read in the second language (Muchtar 2019). In other words, as an approach, the Extensive Reading (ER) is very compatible with the student affective factors. In fact, it can be underlined that the success of Extensive Reading (ER) is largely supported by the characteristics that give positive impression to the learners. Extensive Reading (ER) employs fun and enjoy elements, those two elements are psychologically very instrumental in the success of learning. According to Komariah (2021) states that Extensive Reading (ER) motivates learners/ students to read a large number of texts on various topics because they choose their own reading material based on relevance to desire, knowledge and their experiences.

## METHOD

The research was done from Jan 2<sup>nd</sup>2023 to April 15<sup>th</sup> 2023. The population of The Fifth Semester Students in academic year 2020/2021 was 30 students, which consists one classroom. One class were taken as the sample of this research. The quantitative of experimental research was applied in this research, researcher used one class to be experimental group and control groups. Before coming to the post test, the subject will get the treatments namely Twice times. The facts showed that t- critical (t- c) value was higher than the t-table on the level 5% or 0,514 (Banditvilai 2020).

By using one class using a pretest-posttest to be able to find out initial abilities related to the material discussed (Sugiyono, 2015). Research design  $X_1$  = pretest score (before being given treatment),  $X$  = Extensive Reading material  $X_2$  = posttest score (after being given treatment).

Table. 1. Research design T- test

Group	Post test	Treatment	Post- test
Control group	X	-	X1
Experimental group	X	2X	X2

The data collection procedure, namely using tests to collect quantitative data (numbers), aims to determine the results of Extensive Reading (ER) learning comprehension. While the questionnaire is used to collect numerical data that aims to determine learning independence.

## RESULTS AND DISCUSSION

### Results

In Extensive Reading (ER) Comprehension, the researcher gave 20 questions in essay about 45 minutes to do it. The results of the test reliability test obtained a fairly large Croan bach's Alpha value, namely 0.840, then compared with the r table significance value of 5%, the r table value was 0.514. In conclusion  $\text{Alpha} = 0.840 > r \text{ table} = 0.514$  Therefore it can be interpreted that the value is Reliable. Whereas for the questions, the Croan bach's Alpha value was quite large, namely 0.958, then compared with the r table significance value of 5%, the r table value was 0.514. In conclusion  $\text{Alpha} = 0.958 > r \text{ table} = 0.514$  Therefore it can be interpreted that the results of the numbers obtained are Reliable.

The results of the pre-test and post-test normality test, namely, it is known that the significance value of 0.372 is greater than 0.05. So, it can be concluded that the problem is normally distributed. As for the normality test, it is known that the significance value of 0.580 is greater than 0.05. So, it can be concluded that the result of the test is normally distributed. The results of the M anova test show that the significance value (sig) is 0.000 ( $<0.05$ ), the value is less than 0.05, the alternative hypothesis is accepted and Null hypothesis was rejected.

The students difficulties of using the Extensive Reading Strategy on the students' ability based on the minimal passing grade the students that 30 points or 30% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 70%, it means that there was The Effective Extensive Reading Strategy on the students' ability in reading comprehension was succeeded. So, it can be concluded that there is the effective by using Extensive Reading (ER) Strategy on the student's ability in Reading Comprehension

### Discussion

When the students had understood about the strategy so it made easily to used it. By comparing the result pre- test and post- test was different because there was treatment, it was twice times on Jan 28<sup>th</sup> 2023 and February 5<sup>th</sup> 2023. During the treatments, it was applied to the experimental group by using strategy and control group taught as usual without receiving any treatment. The treatment can be applied in Extensive Reading strategy, as follows: the first, the researcher gave 20 questions in essay about 45 minutes to answer the question in texts, the item selected from the published one. It used essay in measuring the object comprehension. The second, the student submitted their worksheet of test. The third, the researcher gave the students' score.

The reading general comprehension refer to ability in understanding information on the texts and interpret it appropriated and correctly. However, Extensive Reading strategy in comprehension



abilities are quite complex and different in numerous ways depending the tasks, motivation, goal and language abilities (Erlar 2012). Good comprehension depends on whether you can extract and retain the important ideas that you had read, not on how fast you read them. The results of research of the M anova test showed that the significance value (sig) is 0.000 ( $<0.05$ ), the value is less than 0.05, the alternative hypothesis is accepted and Null hypothesis was rejected, so it can be concluded that there is the effective by using Extensive Reading (ER) Strategy on the student's ability in Reading Comprehension.

## CONCLUSION

It can be concluded this study from the hypothesis that there was effective by using Extensive Reading (ER) Strategy on the student's ability in Reading Comprehension. Therefore, it shows the effectiveness Extensive Reading (ER) Strategy has significant before and after test used it.

The hypothesis of this study as follows: If the significant value  $<$  significant level, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that is a different score on the students' ability before and after test by using Extensive Reading strategy in Reading comprehension. The difference is significant. If the significant value  $>$  significant level, the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is not different score students' ability before and after test by using Extensive Reading strategy in Reading comprehension. The difference is not significant.

Based on the data analysis result in the sub-chapter, it can be discussed that this study provided support to the use of Extensive Reading strategy in Reading comprehension, there is an alteration between students' score before and after using it. The Extensive Reading strategy in Reading comprehension can be an effective way to help students in doing project. When treatment applied, the students felt interesting, enjoyable, and focus in teaching learning process. In other word, Extensive Reading strategy in Reading comprehension is better than before being taught. Thus, after the result of post-test it can be seen that using Extensive Reading strategy in Reading comprehension is effective.

In addition, assumed that critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Based on the finding, the research said that teachers could use this strategy well during treatments; the students develop their knowledge by critical thinking. It is supported by the theory states that Extensive Reading strategy in Reading comprehension is flexible and complements students' knowledge and understanding easily.

Most students have great enthusiasm because there is Strategy has made students feel happy and more creative in making sentences. Factors in the students that enable the students to know easier about the content the texts, aspects, language use, and vocabulary.

## REFERENCE

- Banditvilai, Choosri. 2020. "The Effectiveness of Reading Strategies on Reading Comprehension." *International Journal of Social Science and Humanity* 10(2): 46–50.
- Duke, Nell K, and P David Pearson. 2004. "Effective Practices for Developing Reading Comprehension. What Research Has to Say about Reading Instruction." *Effective Practices for Developing Reading Comprehension*: 205–42.
- Erler, Lynn. 2012. "Teaching and Researching Reading." *System* 40(3): 437–38.
- E. Williams. *Reading in the Language Classroom*, London: Macmillan, 1994
- Ghazal, Lotfi. 1997. "Learning Vocabulary in Efl Contexts Through Vocabulary." *Novitas Royal* 1(2): 84–91.
- Holidazia, Rupina, and Rojab Siti Rodliyah. 2020. "Strategi Siswa Dalam Pembelajaran Kosa Kata Bahasa Inggris." *Jurnal Penelitian Pendidikan* 20(1): 111–20.
- Komariah, Anis. 2021. "Implementasi Extensive Reading Activity Dalam Pengajaran Mata Kuliah Reading Pada Mahasiswa IAIN Manado." *Jurnal Penelitian Pendidikan dan Pembelajaran* 8(3): 128–37. <https://doi.org/10.21093/twt.v8i3.3642>.
- Muchtar, Naely. 2019. "Intensive and Extensive Reading in Improving Teaching Reading Comprehension." *Lingua Pedagogia* 1(2): 1–13. [https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18687/pdf\\_1](https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18687/pdf_1).
- Nadarajan, Shanthi. 2009. "The Effect of Instruction and Context on L2 Learners' Vocabulary Development." 6(2): 177–89.
- Peter Yongqi Gu. 2010. "Learning Strategies for Vocabulary Development." *Reflections on English Language Teaching* 9(2): 105–18.
- Pourhosein Gilakjani, Abbas, and Narjes Banou Sabouri. 2016. "How Can Students Improve Their Reading Comprehension Skill?" *Journal of Studies in Education* 6(2): 229.
- PRATIWI, NOVIA. 2017. "The Effect of Applying Extensive Reading Strategy on the Students' Vocabulary Mastery in Reading."
- Sirait, Martha Florida, Bertaria Sohnata Hutaaruk, and Herman. 2020. "The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text." *Cetta: Jurnal Ilmu Pendidikan* 3(3): 485–98. <http://jayapanguspress.penerbit.org/index.php/cetta/article/view/545>.
- Sudirman, Putri. 2016. "The Implementation of Extensive Reading to Improve Students Vocabulary. Thesis." *Universitas Muhammadiyah Makassar*.

# The Effectiveness Extensive Reading Strategy on the Students' Ability in Reading Comprehension

## ORIGINALITY REPORT

**23%**  
SIMILARITY INDEX

**18%**  
INTERNET SOURCES

**9%**  
PUBLICATIONS

**16%**  
STUDENT PAPERS

## PRIMARY SOURCES

**1** [zourpri.files.wordpress.com](http://zourpri.files.wordpress.com) 1%  
Internet Source

**2** Submitted to Pathfinder Enterprises 1%  
Student Paper

**3** Submitted to The Scientific & Technological  
Research Council of Turkey (TUBITAK) 1%  
Student Paper

**4** [journal.ipts.ac.id](http://journal.ipts.ac.id) 1%  
Internet Source

**5** [digilib.uinsgd.ac.id](http://digilib.uinsgd.ac.id) 1%  
Internet Source

**6** [so05.tci-thaijo.org](http://so05.tci-thaijo.org) 1%  
Internet Source

**7** Submitted to Liberty University 1%  
Student Paper

**8** Submitted to University of Queensland 1%  
Student Paper

9	Internet Source	1 %
10	Submitted to Canakkale Onsekiz Mart University Student Paper	1 %
11	Edwin Nuvianto Al Aziz, Gita Yusanti. "INCREASING STUDENTS' READING COMPREHENSION SKILL BY USING WRITTEN TEXT BOOK", English Education : Journal of English Teaching and Research, 2020 Publication	1 %
12	<a href="http://www.shanlaxjournals.in">www.shanlaxjournals.in</a> Internet Source	1 %
13	Submitted to University of Reading Student Paper	1 %
14	<a href="http://repository.uinsu.ac.id">repository.uinsu.ac.id</a> Internet Source	1 %
15	<a href="http://journal.trunojoyo.ac.id">journal.trunojoyo.ac.id</a> Internet Source	1 %
16	Submitted to Assumption University Student Paper	1 %
17	Moh. Syaffruddin Kuryanto, Rizal Muhammad Hashemi, Lintang Kironoratri. "The Impact of Traditional Toys on the Character Value of Creation of Karsa Children, Karanganyar Village, Jepara", Journal on Education, 2023	1 %

18

Rica Wijayanti, Didik Hermanto, Zainudin Zainudin. "Efektivitas Penggunaan Aplikasi Quizizz Pada Matakuliah Matematika Sekolah Ditinjau dari Motivasi dan Hasil Belajar Mahasiswa", Jurnal Cendekia : Jurnal Pendidikan Matematika, 2021

Publication

1 %

---

19

[journal.uinjkt.ac.id](http://journal.uinjkt.ac.id)

Internet Source

1 %

---

20

Submitted to The Open University of Hong Kong

Student Paper

1 %

---

21

Submitted to Louisiana State University

Student Paper

1 %

---

22

[journal.umg.ac.id](http://journal.umg.ac.id)

Internet Source

1 %

---

23

[repository.uinbanten.ac.id](http://repository.uinbanten.ac.id)

Internet Source

1 %

---

24

Rima Rachmawati, Ferry Mulyawan, Remon Gunanta, Daniel Nababan. "Asset Management Competencies and Organizational Structure on the Effectiveness of Village Asset Management", International Journal of Engineering & Technology, 2018

Publication

1 %

---



25	<a href="http://hdl.handle.net">hdl.handle.net</a> Internet Source	1 %
26	Submitted to Adtalem Global Education, Inc. Student Paper	<1 %
27	<a href="http://www.personal-assistant-tips.com">www.personal-assistant-tips.com</a> Internet Source	<1 %
28	Nani Windiarti, Arasuli ., Rudi Afriazi. "The Effect of Using Frontloading Strategy in Teaching Reading Comprehension at The Seventh Grade Students of SMP N 10 Bengkulu In The Academic Year of 2018/2019", Journal of English Education and Teaching, 2019 Publication	<1 %

Exclude quotes  On

Exclude matches  < 15 words

Exclude bibliography  On