

---

## EFFECT OF REDW STRATEGY WITH PEER SUPPORT ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

By

Ade Suhendri

Program Pasca Sarjana Pendidikan Bahasa Inggris

UNIVERSITAS SYIAH KUALA

[regiuster6410@gmail.com](mailto:regiuster6410@gmail.com)

*(Received: 27-09-2021; Review: 13-10-2021; Revised1: 15-10 2021; Revised2: 22-11-2021; Accepted: 23-01-2022; Publihsed: 28-02-2022).*

### Abstract:

The research aimed to investigate the effect of the REDW (Read, Examine, Decide, Write) Strategy with peer support on students' reading comprehension achievement and their responses towards implementing the strategy. This research employed a quantitative method with a quasi-experimental one-group pretest and posttest design. The population was all the second-year students of MAS Al-Manar Modern Islamic Boarding School. The sample chosen was class A which consisted of 30 students. Test and questionnaires were used as instruments to collect data. The data were analyzed using SPSS 21 version (Cohen, 2013). The findings indicated that the REDW Strategy with peer support has a significant effect on students' achievement in reading comprehension. The posttest average score is 23 points higher than the pretest score and the Cohen's d value, which is 1,948 greater than 0.8.

Furthermore, the students responded positively to the implementation of the strategy, and they mostly agreed with the questionnaire statements. In conclusion, the REDW strategy with peer support affects students' reading comprehension achievement and gains positive responses. Therefore, it is suggested that the REDW strategy with peer support should be implemented in teaching reading comprehension.

**Keywords:** *REDW Strategy, Peer Support, and Reading Comprehension.*

### INTRODUCTION

Some studies have been conducted regarding applying the Read Examine Decide write (REDW) strategy in reading comprehension classes (Muslimaini & Fitria, 2018; Pratiwi, 2019; Susiana, 2016). These studies took various levels of education in Indonesia. Some studies invited junior high students to participate (Muslimaini & Fitria, 2018). Some others opted to research the senior high level (Pratiwi, 2019). Also, there was a research background at the university level. The researchers also involved various types of text like narrative and descriptive text. Overall, these studies attempted to search the effect of the REDW strategy on the students' achievement in reading classes. The studies reported a significant difference in applying the Read Examine Decide to write (REDW) strategy in reading comprehension classes compared to other reading strategies. In other words, the Read Examine Decide Write (REDW) strategy in reading comprehension classes can improve students' reading comprehension skills.

Suhendri

Most previous studies required the students to work individually (Muslimaini & Fitria, 2018). Students practiced the REDW steps on their own with their teacher's guidance. In other studies, the participants were grouped to see the strategy's effectiveness towards the students' achievement in reading class (Pratiwi, 2019). However, applying the REDW in pairs or a small group in reading comprehension is an exciting idea to be tested. In addition, some studies went in other directions than REDW (Fuchs et al., 1999; Guthrie et al., 2013; Morrow, 1992). The author decided to investigate the REDW technique as part of the contribution.

The research outcome is projected to contribute to teachers, schools, and people worldwide, especially in the field of Teacher Training and English Education. The findings can be a theoretical and practical basis for teachers to apply the REDW (Read, Examine, Decide, Write) strategy in teaching reading comprehension. If this research later produces positive results, the teacher may consider using the REDW (Read, Examine, Decide, Write) strategy in teaching reading comprehension. This study's result is also intended to add to the theoretical knowledge of using the REDW (Read, Examine, Decide, Write) strategy in teaching reading comprehension, especially in the Indonesian context.

Read, Examine, Decide, Write is a reading strategy that requires students to activate some skills. (Gupta, 2008) states that the REDW strategy is both a reading and studying skill activity done by making brief notes in the margin of the text. This strategy aims to provide students the opportunity to be active in class. (Muktisari, 2018) states that REDW (Read, Examine, Decide, and Write) strategy can improve students' reading skills. This strategy helps students in comprehending the reading text. Besides, it guides the students to find the main idea in each paragraph. (Gupta, 2008) argues that this strategy serves several purposes: (a) finding the principal concept that the section is trying to explain; (b) creating a list of the words and phrases that may be important; (c) deciding if each word is trying to explain the significant concept that is covered in the section or if it is just trying to convey a fact or supporting detail, and (d) record the principal concept that the section covers and record each of the keywords that you identified. This strategy helps students use textual aids to retrieve information through four strategy phases, such as Read, Examine, Decide, and Write. The study is an attempt to prove the following hypothesis:

- H0: There is no significant difference between the Post-test and Pre-test scores.
- H1: There is a significant difference between the Post-test and Pre-test scores.

In regard to proving the hypothesis, the study was led by the following two research questions:

1. Can REDW (Read, Examine, Decide, Write) Strategy with peer support improve the students' achievement in reading comprehension?
2. What are the students' responses toward implementing the REDW (Read, Examine, Decide, Write) Strategy with peer support in teaching reading comprehension?

## **METHOD**

### ***Design***

The researcher chose a quantitative method with a quasi-experimental one-group pretest and posttest design. An experimental group was involved in the study (Hatch & Farhady, 1981; Shukla, 2017; Sugawara & Nikaido, 2014). The group was considered as an x variable. The group was assigned a pretest and posttest, where the results were compared using quantitative calculations. The experimental group was treated by applying the REDW (Read, Examine, Decide and Write) strategy in the teaching-learning process. The pretest was applied before implementing the learning strategy to determine the initial abilities of the research participants. At the same time, the posttest was carried out after the learning strategy had been applied to determine the results of implementing the learning strategy. The students' achievement was considered the score they gained after following the teaching and learning process in the reading comprehension class. Meanwhile, their opinion and attitude toward the REDW strategy during its application was considered their response to the strategy. The comparison of the pretest and the posttest determined the strategy's effectiveness in overcoming the students' problems in reading comprehension.

### ***Population, Sampling, and Sampling Technique***

The study requested the fifty-nine second-year students of MAS Al-Manar Modern Islamic Boarding School Aceh Besar. Meanwhile, the research sample was 30 students of class A that was assigned as the experimental group. There were 20 female students and ten male students. The sample was chosen based on the cluster random sample technique (Etikan, I., & Bala, 2017). The students in the sample were chosen merely because they had a similar level of reading comprehension abilities and were being taught by the researcher.

### **Instruments and Types of data**

### Suhendri

The study applied tests and questionnaires to gain the data. The test materials were taken from *Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, revised edition 2016*. This source was selected because it became a student learning handbook in learning English in class XI. The scoring system used in the pretest and posttest was the Number Right (NR) method, and the sum of the correct number of questions was the test score.

A pretest was given at the first meeting before the treatment was conducted in the form of multiple choices. It consists of two explanation texts, “Natural Disaster” and “Tsunami,” with ten questions. The questions consist of two stated detail questions, two inferential questions, two main idea questions, two vocabulary questions, and two reference questions. Meanwhile, the posttest was given after the treatment had been conducted in the same form. It also consists of two explanation texts, “Chemical Energy” and “How Does Rain Happen?” with ten questions. The question contents were the same as the questions in the pretest.

Furthermore, the study administered the questionnaire form to reveal the students' response toward implementing the REDW (Read, Examine, Decide, Write) Strategy in teaching reading comprehension skills (NADA, 2018). It contained ten questions that cover the reading comprehension aspects, such as the topic and the organization of the text. The questionnaire applied the Likert Scale to measure the students' response towards applying REDW (Read, Examine, Decide, Write) Strategy in teaching reading comprehension. The students were requested to circle the letter a, b, c, d, or e in the options provided related to the teaching model. The type of questionnaire used in this research was a close-ended questionnaire. The questionnaire provided the students with five options, namely a (strongly agree), b (agree), c (uncertain), d (disagree), and e (strongly disagree).

### ***Data Collecting Technique***

The students' scores were obtained from the administration of the tests. The pretest was administered in the middle of June 2021. The participants were requested to answer ten questions based on the information in the explanation text. They were given 45 minutes to complete the pretest, and the data from the pretest served as the initial data.

Meanwhile, Students from the experimental class were required to answer ten questions based on the explanation text after participating in the teaching treatment. The posttest lasted

about 45 minutes, and the Post-test was held on Wednesday, the June latest week. The posttest was administered to gain the students' scores after the treatment, and the score was recorded and then compared with the score from the pretest.

Furthermore, after participating in the pretest, students were taught by practicing the REDW steps with peer support in reading comprehension. After completing the sessions, students were requested to give their view on applying the REDW strategy with support by choosing an option from the five Likert scale questionnaire.

### ***Data Analysis Technique***

The researcher used statistics descriptive technique to analyze the research data taken from (pretest and posttest) and questionnaire of experimental class. The validity test was carried out by performing the homogeneity test, and the reliability was measured by using the normality test (Heale & Twycross, 2015). Furthermore, to analyze the descriptive statistics data, the researcher used SPSS 21 version by (Cohen, 2013). These data were presented in table frequency of distribution, then analyzed using these formulas; mean, standard deviation, normality test, homogeneity test, and t-test. Each formula had a different function for data interpretation.

In addition, to know the students' responses toward the implementation of the REDW (Read, Examine, Decide, Write) Strategy, the data from the questionnaire will be analyzed by using the formula suggested by (Sudjana., 2002),  $P = \frac{f}{n} \times 100\%$  in which, P is the Questionnaire percentage, F as the Frequency, and N as the Total of respondent. The whole process of citation uses a referencing tool model of automatic offline Mendeley desktop in both text and list of references (Turmudi, 2020).

## **RESULT AND DISCUSSION**

### **Results**

The research data obtained were processed and analyzed using the SPSS program (Cohen, 2013). The research data include data from the results of the pretest and posttest as well as questionnaire data regarding the implementation of Read, Examine, Decide, and Write (REDW) with peers supporting the Reading Comprehension class.

### **Students' Pretest and Post-Test Result**

The result of the pretest and posttest was provided in the following table.

**Table 1. Students score in pretest and posttest**

No	Students' Initial	Scores	
		Pretest	Post-Test
1	AF	7	8
2	AB	5	8
3	AIS	7	10
4	AHT	6	8
5	AI	8	9
6	DUP	5	7
7	DS	7	9
8	DFZ	6	8
9	FP	6	8
10	FTT	9	10
11	FUD	5	7
12	MTS	7	9
13	MY	6	9
14	NH	4	8
15	NF	6	9
16	NAF	6	9
17	NH	8	9
18	PAL	6	7
19	PM	5	9
20	RA	4	7
21	RAG	5	8
22	RAF	7	10
23	RAB	4	6
24	SM	5	8
25	SA	6	8
26	SS	8	10
27	SH	7	9
28	WA	6	9
29	ZU	7	8
30	ZB	4	7

Table 1 points out a considerable increase in the students' scores from pretest to posttest. It indicates that the REDW strategy with peer support significantly affects students' achievement in reading comprehension.

**Table 2. Students' Pretest and Post-Test Result of Each Reading Aspects**

No	Aspects of Reading	Students' Scores	
		Pretest	Post-Test
1	Main Idea	19	21
2	Detail Information	16	19
3	Inference	13	16
4	Reference	20	22
5	Vocabulary	14	17

Table 2 provides the students' scores from pretest to posttest for each reading aspect. It indicates that the trend of the scores enhances significantly. Therefore, it shows that the REDW strategy with peer support significantly affects students' achievement in each reading aspect.

**Paired T-Test (Paired Data T-Test)**

Hypothesis in Paired T-Test (Test data paired) is made based on the value of sig. If the value of sig. (2-tailed) > 0.05, then H0 is accepted (there is no significant difference between the pretest and posttest scores). However, if the value of sig. (2-tailed) < 0.05, then H1 is accepted (a significant difference between the pretest and posttest scores).

The pretest and posttest T-test results are presented in the following table 3.

**Table 3. Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	60.67	30	13.113	2.394
Pair 1				
Post-Test	83.67	30	10.334	1.887

This table compares the average value (mean) of the pretest and posttest scores. The table above shows that the mean value of the posttest (83.67) is greater than the mean value of the pretest (60.67). Furthermore, the correlation value between the pretest and posttest values is presented in the following table 4

**Table 4. Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	30	.745	0.000

This table shows that the significance value between pretest and posttest is 0.000, which is 0.05 less. Thus it can be said that the pretest and posttest have a significant correlation. Furthermore, the comparison value of the mean pretest and posttest is presented in Table 5.

**Table 5. The Comparison Value of the Mean Pre-Test and Post-Test**

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-23.000	8.769	1.601	-26.274	-19.726	-14.366	29	0.000

The results of the T-test comparison of the average value of the paired data above indicate that the significance value/p-value is 0.000. Because the value is less than 0.05, H0 is rejected. On the other hand, this table also shows that the Posttest score is 23 points better than the Pretest score. Thus, it can be concluded that at the 5% significance level, there is a significant difference between the Post-test and Pre-test scores.

**Questionnaire Results**



In general, the results of the questionnaire data processing using SPSS are presented in the following table 6.

**Table 6. Statistical Descriptive of Students' Responses**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
P1	30	1	4	5	4.63	.089	.490	.240
P2	30	1	4	5	4.57	.092	.504	.254
P3	30	1	4	5	4.70	.085	.466	.217
P4	30	2	3	5	3.87	.104	.571	.326
P5	30	2	3	5	4.03	.089	.490	.240
P6	30	1	4	5	4.63	.089	.490	.240
P7	30	2	3	5	4.03	.102	.556	.309
P8	30	2	3	5	4.07	.067	.365	.133
P9	30	1	4	5	4.60	.091	.498	.248
P10	30	2	3	5	3.80	.101	.551	.303
Valid N (listwise)	30							

The table is a statistical descriptive that shows the students' responses toward implementing the REDW (Read, Examine, Decide, Write) Strategy in teaching reading comprehension. It is shown that the students perceive positively that the REDW (Read, Examine, Decide, Write) Strategy helps them improve their reading skills in reading comprehension. The respondents opted to agree with their statement, although some respondents were still unsure about the ideas.

**Discussion**

Suhendri

The findings indicate that REDW strategy with peer support significantly improves the students' achievement in reading comprehension. The REDW (Read, Examine, Decide, Write) Strategy with peer support significantly affects the students' achievement in reading comprehension. It is proven by the students' posttest average score, which is 23 points higher than their pretest scores. In addition, the statement is supported by Cohen's d value which is 1,948. This value is more significant than 0.8 means that the REDW (Read, Examine, Decide, Write) Strategy with peer support significantly affects the students' achievement in the posttest. The result echoes the previous studies. These results support (Muktisari, 2018), (Muslimaini & Fitria, 2018), (Pratiwi, 2019), (Susiana, 2016), which state that REDW can affect student achievement in reading comprehension classes. The achievement is closely related teacher's and student's role in applying the REDW with peer support in Reading comprehension classes.

The teacher served an essential role in students' success in improving their achievement in reading comprehension classes. Teachers can be good facilitators to provide broad opportunities for students to develop themselves (Gordon et al., 2001). Teachers can encourage the students to explore their potential to the fullest with their facilities and opportunities.

Furthermore, the student's achievement increase is also inseparable from the teacher's role as an information provider (Vilar Beltrán, 1995). The information guides students to understand the lesson. Also, supported by the boarding school environment, it is not surprising that the teacher becomes one of the references for students to get the information. The teacher's efforts to provide the required information should be appreciated to improve student achievement. No less important is the role of a teacher who can improve student achievement as an assessor (Vilar Beltrán, 1995). As an assessor, the teacher sees and analyzes student learning progress. He organizes and adjusts learning activities that meet the students' potential based on his analysis. The teacher's role is to support students in improving their reading comprehension skills.

Students also play a significant role in increasing their achievement in reading comprehension classes. The enthusiasm they showed during the learning process with the application of REDW with peer support became one of the driving engines in their achievements. They were very passionate about trying new things through each step in the REDW strategy. They practiced each step of the strategy carefully. When experiencing difficulties, they also did not hesitate to raise their hands to get assistance from their teachers and friends. With their enthusiasm, the learning atmosphere in the classroom becomes better

### Suhendri

and more supportive. They also show their enthusiasm in their activeness to work together with their group friends. During the learning process, group members actively exchange information and thoughts to solve the learning problems. Sometimes they also visited their neighbor group to get additional information. The learning activities also reflects their good communication skill. They were not reluctant to discuss with their colleagues enthusiastically. This enthusiasm allows them to achieve increased achievement in reading comprehension classes.

In addition, the easy-to-follow steps in the REDW strategy are factors that make students able to increase their achievement in reading comprehension. One student stated that learning reading comprehension with the REDW strategy with peer support in one of the learning sessions was a new experience for him. The easy steps to make him more enthusiastic to follow the learning process. Some of his friends also strengthened it. They said that the REDW strategy with peer support in reading comprehension kept them focused and awake during the learning process. They enjoy the learning process more because they can follow every step in the REDW strategy.

The finding also stated that students responded positively to implementing the REDW strategy with peer support in reading comprehension classes. The results of this study are in line with the previous studies (Muktisari, 2018); (Muslimaini & Fitria, 2018); (Pratiwi, 2019); (Susiana, 2016). The respondents believe that the steps in the REDW strategy are easy to follow, making them view positively that the REDW strategy with peer support can affect their reading comprehension achievement. Although a small proportion of respondents are still unsure about REDW strategy with peer support affects their reading comprehension achievement in class, they are still undergoing the stage of understanding what they are learning. Students who do not fully understand a learning material tend to experience confusion (D'Mello et al., 2014). It is a common thing because they are in the process of thinking. As the time goes by, they will have fully understood the REDW strategy, they will determine their position with confidence.

### **CONCLUSION AND IMPLICATION**

The findings in the previous chapter indicate that the REDW (Read, Examine, Decide, Write) Strategy with peer support shows a significant effect on the students' achievement in reading comprehension. It is proven by the students' posttest average score, which is 23 points higher than their pretest scores. This value means that the REDW (Read, Examine, Decide, Write) Strategy with peer support significantly affects the students' posttest achievement.

### Suhendri

Therefore, the REDW (Read, Examine, Decide, Write) Strategy with peer support significantly improves students' achievement in the reading comprehension class.

Furthermore, the second-year students of MAS Al-Manar Modern Islamic Boarding School Aceh Besar positively view the implementation of the REDW (Read, Examine, Decide, Write) Strategy with peer support in the teaching of teaching reading comprehension. Their responses mostly agreed with the statements contained in the questionnaire, and they believe that the REDW strategy can help them understand reading better.

Following the earlier conclusion, Teachers can consider a REDW strategy for teaching reading comprehension classes. It is because the REDW strategy can help students improve their achievement in reading comprehension classes. It is also due to the students positively perceiving the REDW strategy application in reading comprehension class.

### ACKNOWLEDGEMENTS

The author is sincere gratitude to the supervisors for their valuable input to be included in this article. Next, the most incredible sincere gratitude should also go to the writer's beloved parent for the power to pray and his beloved wife, who had given him all love and motivation to complete this article.

### BIO-PROFILE

**Ade Suhendri** accomplished his Bachelor's Degree in English Education and Teacher Training at UIN Ar-Raniry Banda Aceh. He had also completed his Postgraduate Degree in a similar field of study at Universitas Syiah Kuala Banda Aceh. Currently, he is working as an English supervisor and administrator at the dormitory department in UIN Ar-Raniry Banda Aceh.

## REFERENCES

- Cohen, J. (2013). Statistical Power Analysis for the Behavioral Sciences. In *Statistical Power Analysis for the Behavioral Sciences*. Routledge. <https://doi.org/10.4324/9780203771587>
- D’Mello, S., Lehman, B., Pekrun, R., & Graesser, A. (2014). Confusion can be beneficial for learning. *Learning and Instruction*, 29, 153–170. <https://doi.org/10.1016/j.learninstruc.2012.05.003>
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of Peer-Assisted Learning Strategies in Reading with and without Training in Elaborated Help Giving. *The Elementary School Journal*, 99(3), 201–219. <https://doi.org/10.1086/461923>
- Gordon, P., Rogers, A., Comfort, M., Gavula, N., & McGee, B. (2001). A Taste of Problem-based Learning Increases Achievement of Urban Minority Middle-School Students. *Educational Horizons*, 79(4), 171–175.
- Gupta, S. (2008). *Communication Skills and Functional Grammar*. University Science Press. <https://books.google.co.in/books?id=hLSwYmOszMC&pg=PA98&dq=ineffective+communication+skills&hl=en&sa=X&ved=0ahUKEwja8Y-P7uHOAhWLu48KHc50B00Q6AEIJzAC#v=onepage&q=ineffective+communication+skills&f=false>
- Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2013). Modeling the Relationships Among Reading Instruction, Motivation, Engagement, and Achievement for Adolescents. *Reading Research Quarterly*, 48(1), 9–26. <https://doi.org/10.1002/rrq.035>
- Hatch, E., & Farhady, H. (1981). *Research\_design\_and\_statistics\_for\_appli.pdf*. Rahnama Publications.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, 18(3), 66–67. <https://doi.org/10.1136/eb-2015-102129>
- Morrow, M. L. (1992). The Impact of a Literature-Based Program on Literacy Achievement, Use of Literature, and Attitudes of Children from Minority Backgrounds Author ( s ): Lesley Mandel Morrow Published by : International Literacy Association and Wiley Stable URL : <https://doi.org/10.1002/rrq.035>. *Reading Research Quarterly*, 27(3), 250–275.
- Muktisari, W. E. (2018). Using REDW (read, examine, decide, write) strategy to improve reading skill in recount text of the eighth graders of SMP Negeri 1 Temanggung in the school year 2017/2018. *JOURNAL OF RESEARCH ON APPLIED LINGUISTICS, LANGUAGE AND LANGUAGE TEACHING*, 1(2), 213–218. <https://doi.org/10.31002/jrlt.v1i2.320>
- Muslimaini, M., & Fitria, W. (2018). Does REDW (Read, Examine, Decide, Write) Strategy Enhance Students’ Reading Comprehension? *IJER (Indonesian Journal of Educational Research)*, 2(2), 114. <https://doi.org/10.30631/ijer.v2i2.41>
- NADA, A. (2018). The Effect of Differentiated Instruction Strategy on Students’ Achievement in Writing Skills among the Fifth Graders at UNRWA Schools in Gaza Governorate. In *Thesis*. The Islamic University of Gaza. <http://dstore.alazhar.edu.ps/xmlui/handle/123456789/1369%0Ahttp://dstore.alazhar.edu.ps/xmlui/bitstream/handle/123456789/1369/20144464.pdf?sequence=1&isAllowed=y>
- Pratiwi, I. (2019). *Improving the students’ reading comprehension at the tenth grade of SMKN 7 Pinrang through the read, examine, decide, write (REDW) strategy*. State Islamic Institute (IAIN) Parepare.
- Shukla, S. (2017). Research design. In *Research in Social Science: Interdisciplinary*

Suhendri

- Perspectives* (Issue September). file:///E:/Documents/dosen/buku Metodologi/[John\_W.\_Creswell]\_Research\_Design\_Qualitative,\_Q(Bookos.org).pdf
- Sudjana. (2002). Metode statistika. Bandung: In *Metode statistika* (Vol. 3, Issue Tarsito). Tarsito.
- Sugawara, E., & Nikaido, H. (2014). Properties of AdeABC and AdeIJK Efflux Systems of *Acinetobacter baumannii* Compared with Those of the AcrAB-TolC System of *Escherichia coli*. *Antimicrobial Agents and Chemotherapy*, 58(12), 7250–7257. <https://doi.org/10.1128/AAC.03728-14>
- Susiana. (2016). Improving studentsâ reading comprehension by using REDW (read, examine, decide, and write ) strategy to the tenth grade students of ma al-muawwanah gunung megang muara enim sumatera selatan. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 3(1), 63–72.
- Turmudi, D. (2020). English scholarly publishing activities in the industrial revolution 4 . 0 : What, Why, and How ? *ELTEJ*, 3(1), 52–63. <http://journal2.uad.ac.id/index.php/eltej/article/view/1890>
- Vilar Beltrán, E. (1995). Roles of teachers A case study based on : Diary of a language teacher. *JOACHIM APPEL*. <http://repositori.uji.es/xmlui/handle/10234/79891>