



Effect of TPRC Using Preezi on Teaching Reading to Junior High School Students

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Abstract

Reading is very important for students because their learning success is highly dependent on their reading comprehension. In order to read well, teachers must support learning with appropriate teaching methods. This study was a quantitative study to apply a quasi-experimental design to compare the TPRC strategy with Prezi and Grammar Translation Method to the first-year students in SMPN 1 Sutojayan. This study worked a quasi-experimental procedure of a non-randomized pre-test and post-test design. The analysis showed the result of this research that $F(1,2415) = F 12.415$, $P 0.001 < 0.05$. Therefore, the output obtained the experimental and control groups were significantly different. This means studies have shown significantly higher performance than those taught using GTM. It was concluded that TPRC strategy using Prezi was effective in teaching the reading of descriptive texts for junior high school.

Keywords: Effectiveness, Prezi, Teaching Reading, TPRC

Introduction

People utilize language to communicate ideas because they are social creatures. (Rahmasari & Rifa'i, 2022) This is the primary means of communication and is used to exchange information between them in social life. English has become a foreign language in Indonesia and is compulsory in Indonesian schools. It is very important that students learn English as a Foreign Language (EFL) properly. Good mastery makes it easier for people to communicate and get information. EFL (English as a Foreign Language) students must learn English so that they can use it when communicating with people from other English-speaking countries. This means how important it is for students to learn English as a means of communication. It also allows students to express their thoughts and feelings while studying English in class.

English as an international language plays an important role in many aspects of life including education, business, technology, and international relations. Due to its important role, it is included in the Indonesian curriculum. According to the syllabus, English subjects should cov-

er her four skills: listening, speaking, reading, and writing. Listening is the active process of receiving and responding to speech. Speaking is the ability to create language and share your thoughts. Reading is the process by which a reader obtains meaning or knowledge from a text. Writing is the process of translating thoughts and ideas into letters. Of these skills, reading should succeed. Reading is the foundation of knowledge, so students should learn it. They must read before they can learn to write. If you listen before reading, you will have trouble understanding the words. Reading is a process that adds a lot of vocabulary, background knowledge, and new information. It will help you understand the purpose of the lesson.

One of the effective means for learning new language is by reading. There are several reading definitions. Different experts define reading differently. Additionally, term "read" needs to be explained to avoid confusion. "Reading means creating meaning over interaction with texts made up of symbols that represent language. Readers understand text based on the words they see on the printed page.

The result of the study done showed that Indonesia is 60th out of 61 countries that concerns in reading interest. Called the “most literate country in the world,” the study puts Indonesia 59th after Thailand and 61st after Botswana, but in terms of reading support infrastructure, Indonesia lags behind several European countries. To create the program, a more effective way to promote and improve literacy was to start exercising. On the other hand, Students have to master reading is one of their skills. At school, students who taught some texts were adapted from English. You should be able to understand the purpose, general structure, and linguistic characteristics of different types of text. Students must learn what they are unfamiliar with and how to master it.

Student performance in English remains lower than in other subjects. That said, some of the reading teaching and learning processes are clearly not enjoyable activities, but Indonesia still uses traditional methods centered around teachers who focus on teaching and learning activities. When teaching reading comprehension, teachers simply instructed students to read a passage from beginning to end of the text. Students translate it into their native language. After translation, the student answers the questions. This method creates boredom among students. I didn't know why I had to read it, or what I should pay attention to, and I just made them read the materials Master gave them.

Based on the above, researchers are interested in using one of the methods which is called as Think Predict Read Connect (TPRC) strategy. Ruddel in (Ghina Fairus, Siti Sarah Fitriani, 2018) has stated that TPRC strategies have varying degrees of usability. Learning to read using the TPRC strategy encourages enthusiastic students because it is a step prediction. The prediction step has students perform and predict the correct reading content. The TPRC strategy also includes steps to connect and establish the concept of fully understanding what is being read. Students combine pre-reading knowledge, predictions, and aptitude predictions about reading content and post-reading knowledge. This allows students to fully understand the learning activity they are doing. The TPRC strategy includes steps to help students understand what they are reading.

Materials and Method

Interpretation of Reading

Reading appears in various perspectives. This is useful for language acquisition. (Harmer, 2007) Provided that students more or less know what the texts are about. The more they read, the better they understand. According to (William, 2009) there are several definitions about it. First, reading is a reciprocal process in two actions.

Reading connects many cognitive processes working simultaneously. It is also a communication between readers and writers. A text contains information that the author wants the reader to understand in a certain way. Second, reading comprehension involves the many skills and processes for comprehension to anticipate texts, to select, to organize, to summarize information besides it also used to monitor comprehension, and to understand comprehension. It is a key process that troubleshoots and encourages readers to adjust the output of understanding readers' goal. Third, reading is also a continuous process of assessment. At one level, evaluation is strategic and targeted by assessing how well readers read. Evaluation is also done when readers decide how they will respond to the text. Fourth, reading is a linguistic process. Without making the connections between graphemes and phonemes, noticing the words that are read and the anatomical phrases that make them up, and building up sufficient linguistic knowledge of the text language that cannot be read. From that definition, it is concluded that reading is the process for a reader to obtain content or knowledge from a text. This is also a connection between writers and readers. Writers explain statements and knowledge, and readers accept meaning and information. When reading, students are hoped to perceive its content.

Goal of Reading

Harmer (Harmer, 2001) has stated that reading has some purposes: first, identifying the topic, second, predicting and guessing, third, general understanding, fourth, specific information, fifth, detailed information and sixth, interpreting text

Natures of Reading

(Brown, 2000), Brown has stated some natures of classroom reading performance are;

Oral Reading

For new learner or intermediate, oral reading can deliver an evaluate check on bottom-up processing competences. Oral reading also can to

check pronunciation of the student.

Silent Reading

Silent reading may be classified as extensive reading.

Teaching Reading in EFL Classes

Reading comprehension is essential ability for foreign language learners to acquire not only to be successful to understand written texts, but also for reading comprehension. By strengthening reading habits, learners will make better progress to development in all other areas of learning. (Nunan D, 2003) Reading skill is very important to ensure the success the students in learning.

Background knowledge contains all knowledge that a reader brings to a text. Life experience, teaching experience, intelligence of rhetorical design of texts, intelligence of first language mechanics, intelligence of second language mechanics, cultural history, and intelligence itself. Activating background knowledge for setting targets, proposing questions, creating predictions, and learning text structure can greatly improve reading comprehension.

Building Strong Vocabulary Base.

Recent studies highlighted the importance of vocabulary to succeed reading.

- Teaching to Comprehend

In many reading direction curriculums, extra priority and moment might be allocated to test reading comprehension than on teaching readers to understand.

- Working to increasing Reading Rate

Even when students can read, much of their reading is not elegant, which presents a significant challenge in schools where foreign language readers are taught. Teachers frequently place too much emphasis on correctness in an effort to help kids read faster, which hinders fluency.

Teaching Strategies

Strategies are the instruments for proactive and self-directed participation required to advance communication skills.

- Encouraging Readers to Transform Strategies into Skills

Essential distinction can be created between strategies and skills. A strategy is specified as a conscious activity when a learner takes to achieve a desired goal or objective, whereas a skill is a strategy grown into automatic. This

characterization highlights an active act readers' play in strategic reading. When learners learn and practice specific reading strategies consciously, they move from conscious to unconscious.

From strategy to skill, This builds assessment and evaluation into teaching. It takes time as well as training to assess reading growth and development, both formal and informal perspectives. Reading instruction should include both quantitative and qualitative assessment.

- Doing extended improvement as a reading teacher

Teaching reading comprehension is a process that helps, facilitates, and guides students in understanding a text and provides them with many conveniences to train it so that they can master the meaning and content of the text's author.

Reading comprehension is primarily an element of developing appropriate, efficient comprehension strategies following the strategies, (Brown, 2000) has stated that there are strategies for reading comprehension, such as: (1) Identifying the nature in reading, (2) using grammatical rules and patterns to aid bottom-up deciphering; (3) using efficient silent reading techniques for relatively rapid understanding; and (4) skimming the text to extract the main ideas. (5) using text search to locate particular information (6) utilizing semantic clustering or mapping (7) Speculating when uncertain (8) Reviewing vocabulary (9) Literal meaning (10) using communication markers to handle relationships.

Descriptive Text

Descriptive text tells what a person or thing looks like. Its purpose is to construe and identify a particular person, place, or thing. Wren and Watts (2002; 33) explains descriptive text as drawing pictures using words. When learn descriptive text, the reader seems to see the description in the same way as the picture. A description has an objective to explain an object or person.

Prezi

Prezi is an online presentation service provider that offers different types of accounts and options for creating and storing digital presentations. (Perron & Stearns, 2011) Using computer programs in language learning is very beneficial. Prezi is software that works both online and offline. Prezi opens up new ways of presenting that simply aren't possible with the other. (Anderson, 2015) It is a net

based software in which operators enable to produce a presentation by using a map layout. We can zoom in and out on diverse elements to display relationships from good angles. Prezi has several advantages. First, it presents a wider variety of topics than PowerPoint. The second is the appeal of the presentation mode with ZUI technology. Third, it makes it easier to create animations. Fourth is a selection of cool themes available for download online. Prezi has some flaws, such: First, the software only uses his ZUI technology (zoom view), which makes it look monotonous. Second, the installation process requires an internet connection. Third, it is difficult to enter mathematical symbols. However, even though it still has many shortcomings, this application is worth trying for students.

Think, Predict, Read and Connect (TPRC) Strategy

Think, Predict, Read and Connect Ruddel in (Ghina Fairus, Siti Sarah Fitriani, 2018) has stated an alternative way to learn reading which requires students to be in teams. Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever). The lesson starts after the teacher asks team to work cooperatively to think about general topics that fit the lesson topic and write down everything they know. Students have 6 to 8 minutes to work while a teacher remotely observes, listens, and assists a seemingly struggling team. The teacher then presents a specific topic for reading and orders students to guess what they will get from texts. They then read their task personally. Although they read individually, yet the room is never quiet. Teachers can expect to hear faint conversations as students read. Teams and partners interact and discuss knowledge learned from the book. The instructor guides a conversation after reading that ties together what the students knew before to reading and what they have learned from reading. From these steps, the TPRC strategy can be successfully employed to teaching reading especially for informative (non-fiction) texts such as explanatory texts, report texts, and news articles.

Grammar Translation Method

This model is also understood as the old method. This approach focuses on grammatical rules and converts the text into your indigenous language. Learners can practice grammar more.

Method

This research employs a quantitative methodology since it involves a specific set of variables and numerical information. The information utilized in this research consists of interval data, specifically the students' scores in reading comprehension assessments. The research technique utilized in this study is a quasi-experimental implementation of a non-randomized control group pre-test and post-test control design. The non-randomized control group, pre-test and post-test design is a good second choice when random assignment of subject group is not possible. (Ary, 2010) This design has several reasons. First, the survey was conducted without changing class settings. Observed class properties and settings are unchanged. Second, researchers will only cooperate with teachers to conduct this research, create natural conditions for the class, and avoid observing students' emotions that may cause irrelevant variables. In this study, the two categories were already divided well ahead of the researchers' consideration of the sampling method and execution of the investigation. Fourth, the survey was conducted according to the lesson plan prepared by the school.

From this study, researchers hope to get the effect of two teaching methods. They are the TPRC strategy with Prezi media and grammar-translation methods. This experimental study of a quantitative nature is made up of three stages. The initial stage is the pre-test, followed by the treatment stage and concluding with the post-test stage. This study applied two groups, an experimental group and a control group. The researcher acted as a tutor in dealing with the TPRC strategy with Preezi, and the researcher only pre- and post-tested the control group. Treatment is given to the experimental group but not to the control group.

Variables

The variables in this study use the independent variable and dependent variable. (Fraenkel R Jack & Wallen E Norman, 2009) define a variable as a property of a research object for which data can be observed and measured. There are seven types of variables. They are the dependent variable, the independent variable, the intervening variable, the moderator variable, the confounding variable, the control variable, and the companion variable. Nonetheless, solely pair of factors is perceived as pertinent to the conjectures of this investigation, namely the dependent and independent factors. The autonomous factors encompassed the traditional approach and TPRC

scheme utilizing this Prezi, whereas the reliant factor was the learner's aptitude, personified by the final result subsequent to the cure. Use these two teaching methods as hypotheses in the control group and as exercises in the experiment.

Treatment

A quasi-experimental research was conducted out to assess the impact of diverse instructional approaches in control and experimental cohorts. The researchers employed varied instructional techniques. The experimental group received education through the TPRC approach utilizing Prezi, whereas the control group was instructed through traditional teaching and learning methods.

Population and Sample

The first year students in SMPN 1 Sutojayan consisting of eight grades worked as the population. Each class consists of approximately 30 students. A researcher takes two of the classes out of eight ones as a sample for the study. The experimental and control groups are the 8H and 8I classes. Two classes are measured using a homogeneous test.

Instrument of the Research

The device (such as a pencil and paper test, a questionnaire, or a rating scale) the researcher uses to collect data is called an instrument. (Fraenkel R Jack & Wallen E Norman, 2009) As the instrument to gather the data, this study used test. It then was measured its validity and reliability

Validity

The most crucial factor to take into account while preparing or choosing an instrument for usage is validity. More than anything else, researchers want the information they obtain through the use of an instrument to serve their purposes. (Fraenkel R Jack & Wallen E Norman, 2009)

Validity has four types, they are face validity, content, construct, empirical and predictive validity. (Heaton, 1975) The study shows that the test is valid due to the score in each factor are more than T table.

Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures what is going to measure. This reliability is essential in any kind of measurement

since it has to do with the stability of the score for the same individuals. (Ary, 2010). The researchers used the Brown-Spearman formula to calculate instant reliability. They calculated the data using the division method and the personal moment formula before counting the data using the Kude-Richardson (KR) formula. From the r11 results, the r value is 0.820, which is larger than the r table. This means that the tests are reliable and applicable. Tests can therefore be used as a tool to collect data, and its time is adjusted with permission from the Headmaster of SMPN 1 Sutojayan.

Research Procedure

Data were collected through several strategies. First, before the class, the researchers consulted with the second-year teacher about books and teaching materials, and learned about class problems and students' interest in English. Second, a researcher came into the class and started teaching the students. Third, researchers conducted pretests for both classes. This test was previously conducted and taught to students using a new method (TPRC strategy). Analyze the results to determine if there are differences between the two methods. Fourth, classes are taught and planned material is explained in a clear and understandable manner. Finally, the researcher gave the students a post-test after teaching the conventional method and this TPRC strategy using the Prezi.

Method of Collecting Data

Data is collected through testing. In this study, researchers used a multiple-choice to know student's English proficiency for experimental and control groups. Furthermore, this was done to determine how well their performing and achieving the teaching goals.

Technique of Analyzing the Data

Researchers used the ANCOVA pattern because the study employed a non-randomized pre-test-posttest control group design to prove Pallant's hypothesis. (Pallant, 2001) who states that ANCOVA can be applied when there are two-groups, pre-test post-test designs (e.g. comparing the effects of two different interventions, measuring groups before and after). She also mentions that pre-test results will be treated as a covariate to mitigate pre-existing differences between groups. ANCOVA is also helpful whenever research cannot randomly assign topics to various groups and instead needs to make use of existing

groups (such as a class of students). When these groups may differ from a number of different attributes, ANCOVA can be applied as an attempt to reduce some of these differences.(Pallant, 2001). To get scientific as well as precise data, this study uses SPSS version 24.

Previous Study

Study done by Listiani showed that the use of TPRC strategy in significant of 1% = 2.39 and the result of $t_0 = 4,15$. So, based on technique in reading comprehension has positive effect. (Skripsi, 2018). Another study done by Ghina that TPRC strategy can improve students' vocabulary mastery.(Ghina Fairus, Siti Sarah Fitriani, 2018).

Results and Discussion

Testing of Linearity

This study produced scatter plots to test the supposition of a linear connection between the dependent variable and the covariate. Using the SPSS application for Windows version 24, the data were calculated. It was the method for locating the linearity test. The outcome is shown in table 1.

Indicators of the strength of the link between the dependent variable (post-test) and covariate (pre-test) are shown in Graph 1 by the R squared values. For each group, it displayed the linear (straight-lined) relationship. According to Pallant(Pallant, 2001), if the finding is a curvilinear relationship, the researcher may want to reconsider the use of the covariate or alternatively could try transforming the variable and repeating the scatter plot to see whether there is an improvement. When the outcome was non-curvilinear, the investigation was sufficient. Because of this, it may be claimed that the linearity assumption was upheld. The score increased from the pre-test to the post-test, according to the straight linear. These two linear results also showed that the score of the experimental group was higher than that of the control group.

Table 1. Scatter Plots Result

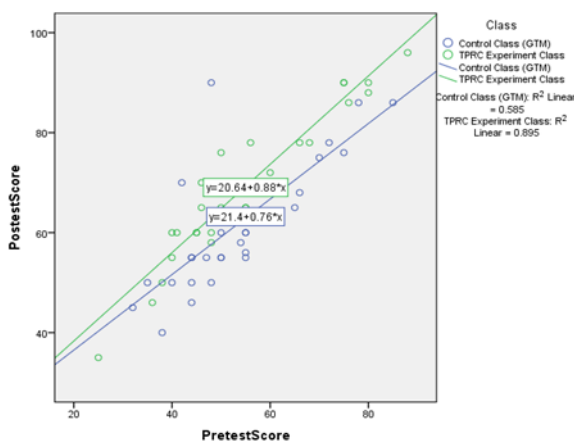


Table 2. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects					
Dependent Variable: PosttestScore					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8813.553 ^a	3	2937.851	63.535	.000
Intercept	1602.033	1	1602.033	34.646	.000
Class	.516	1	.516	.011	.916
PretestScore	7585.857	1	7585.857	164.055	.000
Class * PretestScore	46.578	1	46.578	1.007	.320
Error	2589.431	56	46.240		
Total	268687.000	60			
Corrected Total	11402.983	59			

a. R Squared = ,773 (Adjusted R Squared = ,761)

Table 3. Levene's Test

Levene's Test of Equality of Error Variances^a

Dependent Variable: PosttestScore				
F	df1	df2	Sig.	
1.897	1	58	.174	

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PretestScore + Class

Table 4. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects						
Dependent Variable: PosttestScore						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8766.974 ^a	2	4383.487	94.787	.000	.769
Intercept	1556.988	1	1556.988	33.668	.000	.371
PretestScore	7967.624	1	7967.624	172.289	.000	.751
Class	574.138	1	574.138	12.415	.001	.179
Error	2636.009	57	46.246			
Total	268687.000	60				
Corrected Total	11402.983	59				

a. R Squared = ,769 (Adjusted R Squared = ,761)

Table 5. Estimated Marginal Means

Class				
Dependent Variable: PosttestScore				
Class	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control Class (GTM)	62.386 ^a	1.242	59.899	64.874
TPRC Experiment Class	68.580 ^a	1.242	66.093	71.068

a. Covariates appearing in the model are evaluated at the following values: PretestScore = 54,20.

Testing of the Homogeneity

Relationships between covariates and dependent variables in each group are tested for homogeneity of regression slopes. It is used to determine if there is a statistically significant interaction between treatment (independent variable) and covariate. In Table 2, this supposition can be quantitatively evaluated.

Pallant (Pallant, 2001) stated if the interaction is significant at an alpha level of 0.05, it means that the research has violated the assumption. The research does not need a major finding in this case. If not, it requires a significant value greater than 0.05 in order to perform ANCOVA. The significant value from the data gathered from Class*PretestScore was 0.320, which indicated a higher output than 0.05. The results of this study disproved the hypothesis that the regression slope was homogeneous. It indicates that the outcome did not contradict the presumption. The ANCOVA analysis can be processed for the following phase based on this discovery.

Levene's Test

Researchers can use Levene's test of equality of error variances to ensure that researchers have not violated the assumption of equal variances. Pallant claimed that the result needs the significant value to be greater than 0.05. If this value is smaller than 0.05 (and therefore significant), this means that the variances are not equal, and that the result has violated the assumption. (Pallant, 2001) The result can be shown in Table 3.

Levene's Test of Error Variances was used in this study, and the results were satisfactory because the significant value was 0.174, which was significantly higher than the threshold value of 0.05. Researchers can claim that the assumption has not been broken.

Tests of Between-Subject Effects

The next step to analyze the result of this study was find the result of hypothesis testing. When the significant value is less than 0.05, then the groups (in this research were the experimental group using TPRC using Prezzi and the control group using GTM) differ significantly. (Pallant, 2001) She also argued that there was a significant difference in the statistical fear scores of the two groups of subjects after the results of the statistical fear tests that were given prior to the intervention, if the scores were less than 0.05. out was controlled.

The results of this study were displayed in

Table 4 (labeled Group on the SPSS output), and they were $F(1,2415) = F 12.415, P 0.001 < 0.05$. As a result, the experimental and control groups' outputs were significantly different, and the analysis's findings suggested that the null hypothesis—according to which both the TPRC using Prezi and the GTM are equal—should be rejected.

Estimated Marginal Means

From this research, the TPRC strategy using Prezi has been shown to make a significant difference in teaching narrative text reading.

Table 5 reported that the Estimated Marginal Means table was 68.580a for the students taught using TPRC using Prezi and 62.386a for the students taught using GTM. Based on those data, this means students who were taught using TPRC using Prezi achieved better reading achievement than those who are taught using Grammar Translation Method.

Conclusion

From the findings, it can be concluded that there is any better difference in achievement of reading on descriptive text between the students who were taught using TPRC using Prezi than those who were taught using Grammar Translation Method. Based on those data, the result shows that TPRC using Prezi is improved because the average score of the second-grade students in SMPN 1 Sutojayan in experimental class is higher than the average score of the control class.

Suggestion

Researchers offer numerous recommendations for English teachers to use TPRC technique using Prezi as one of the teaching models. Based on the fact that the experimental group's average score was greater than the control group's indicates that the TPRC technique utilizing Prezi proved to be more successful. This study shows that student reading comprehension is affected by the teaching method used. Teaching how to read descriptive texts using the TPRC strategy in Prezi helps students connect their previous knowledge with new information to better understand unfamiliar material. Linking prior knowledge can also reduce anxiety, allowing students to learn in an environment where they feel com-

fortable expressing their opinions.

Teachers can apply strategies, think, anticipate, read, connect, or call strategy TPRC. For classes that are not good at "reading comprehension" classes. This is because the TPRC strategy has a thinking-like phase in which the teacher can give suggestions in the form of reading topics to the students in order to stimulate their thinking process before reading the text. It can be instructed to predict features that appear in reading material. During the reading comprehension stage, teacher can hand text to student and ask them to check off the sections deemed correct according to the student's prediction. The end of the connection phase occurs when the teacher requests questions relating to reading texts and they can answer them well. By using the TPRC levels, it simplifies the process of reading comprehension. Students can use the TPRC strategy with the help of their teacher to overcome difficulties in their reading class, as the TPRC strategy owns stages which inspire students in stimulating thinking and anticipation. Similar to the thinking process, students can consider reading characteristics according to their knowledge. Then, in the prediction stage, students try to predict which features will appear in text. In reading comprehension stage, they can read the text and give response to the content predicted in the text. Then mark the measurements that were interpreted as being the same as they predicted. Finally, during the connection phase, students answer questions from the teacher about the content of their reading. Then there is the relationship between the student's previous thoughts and reading. Applying the TPRC strategy is very effective in helping students with their reading comprehension lessons.

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