

Applying Read, Cover, Remember, and Retell (RCRR) Strategy to Increase Students' Reading Comprehension of Recount Text

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Abstract

In the 2013 curriculum, reading competence section, high school students are anticipated to comprehend concise functional texts in everyday situations, such as narrative, analytical exposition, recount, and descriptive texts. This study reports on the effect RCRR strategy on reading comprehension of recount text. Read, Cover, Remember, and Retell were the specific reading strategies first incorporated into RCRR training. The correlation between the pretest and posttest of the experimental class confirmed that understudies had expanded their perusing cognizance execution after the course was carried out. In the control class, there was no discernible difference in student reading comprehension performance. In addition, there has been an advantageous correlation between the learning records and the reading comprehension post-test in the experimental class, indicating improved learning outcomes. There was no difference in strategy use between the experimental and control classes before the instruction. After the guidance, understudies in the experimental class utilized the RCRR system while the control class utilized the customary methodology. The findings indicate that the RCRR strategy can improve students' recount text reading comprehension.

Keywords: Reading Comprehension, RCRR (Read, Cover, Remember, Retell) Strategy, Recount Text

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1. Introduction

In 2022, the most recent data from UNESCO indicate that only 0.001 percent of Indonesian students are interested in reading. That is out of 1,000 Indonesian, simply one is keen on read. In the world literacy in Indonesia be lowermost, which means that the interest in reading the population is very low (Ministry of Communication and Information of the Republic of Indonesia). Based on educational unit level curriculum or commonly called KTSP, Reading is one skills that students must learn because reading activities can help them learn speaking, writing, and listening skills as well (Chitrasari, 2015).

In teaching English as a second or foreign language, the main skill is reading, with the core activity of reading comprehension. Putri *et al* (2023) describe that reading in public or reading comprehension can develop important skills such as thinking skills and student personality in society. Based on the facts that there is an English teacher can help students to improve reading comprehension. As explained by Wibowo (2020) states that to implement reading comprehension teachers can use various teaching strategies.

Hoyt interprets that Read, Cover, Remember, and Retell method toward evaluating comprehension, particularly whilst reading a longer text. He explains that the Read, Cover, Remember, and Retell (RCRR) strategy is a process that can support the text and summarize by preventing readers from pondering the meaning prior to proceeding to the subsequent section of the text (Resmi, 2021) when the student has successfully retold a portion of the text orally, it is regarded as an achievement.

In teaching Read, Cover, Remember, and Retell Strategy has procedures. Brummer and Macecca explain the steps involved in Read, Cover, Remember, Retell Strategy such as (1) only read as much as you can cover your hand. (2) pupils can cover the texts with their hands (3) remember what they've read. (4) retell in your own words what you just read (Relawati, 2020).

In this study, the researcher mainly focuses on the recount text. The reason the researcher chose this text is because the recount text is related to the stages of the RCRR strategy. Text that recounts events from the past is known as a recount text. Derewianka claims that a recount text is a section of writing that recounts past events, typically in order that they took place. Starting with revealing to the reader who was involved, what occurred, where it occurred, and when it occurred (Fisher 2016).

After making observation students' reading comprehension had some issues, according to the researchers. Student's inability to comprehension of recount text is the first issue. The student's inability to comprehend the text. Second, the recount text's lack of vocabulary and generic structure made it difficult for students to identify information. Reading is a tedious activity that students must learn in English classes, and as a result, they always believe it is challenging to extract erudition from the text. The goal of the study

is to show how the Read, Cover, Remember, and Retell (RCRR) method affects student's reading comprehension.

In recent years, teachers are anticipated to discover an accurate method to increase students' potential in reading comprehension. Applying the read, cover, remember, retell strategy is a substitute strategy for the previously used strategy (Liana, 2019). Many teachers are interested in finding new strategies in reading comprehension to make it less difficult for students to apprehend material provided so that students can be more active in class. The problem is that there are several new strategies that students find difficult to implement. Therefore, the RCRR strategy offers a solution that students can easily implement. It is designed to make it less difficult for students to apprehend the material supplied the teacher.

As explained by Regita (2021) in her research results that after the teacher implements the RCRR strategy, students become greater energetic and participate within the studying process. Students can retell the text material they learn using their own words. This shows that the RCRR strategy can make it easier toward students to understand reading material taught by the teacher. These results were also supported by research conducted by Akhmaliah (2019) which explained that there had been differences among pretest and posttest result of students before and after being taught RCRR approach.

After considering the previous research, the writer can determine that RCRR is valuable to increase students' reading comprehension. Therefore, the researcher conducted a study on this with different points. Difference among previous studies and current research is use of study methods. Researchers make use of quasi-experimental research, which belongs to a quantitative study. In the meantime, the previous research utilizes qualitative studies Regita (2021). Furthermore, other differences can be seen in the material taught in previous researchers' use of descriptive text and narrative text. Then this study uses recount text (the instruments pre-test and post-test).

This study can contribute to teachers who need good strategies to make students active and inspire them to read English texts. In the 2013 curriculum, in the reading competence section, high school students are expected to comprehend short functional texts., such as recount text, descriptive text, narrative text, analytical exposition, and procedural texts in everyday contexts (Departemen Pendidikan Nasional, 2013). This indicates that following the high school English curriculum objectives, students must comprehend the sort of text that consists of the definition, structure, and function of language, particularly when reading the recount text. As a result, the following is the problem's formulation: Do students who are taught by Read, Cover, Remember, and Retell (RCRR) Strategy reach better in reading comprehension than those who are not?

Researchers have previously proven the impact of RCRR strategy on students' reading comprehension skills. However, because there are so many texts used in teaching English it will have varying effects. Therefore, if the previous researcher used RCRR strategy on descriptive text material and narrative text, the current study uses RCRR strategy on recount text material to help students improve their reading comprehension. Recount text material is used because based on the curriculum, high school students are expected in order to apprehend short functional texts, one of which is recount text. Finally, this study is feasible because previous studies have not used recount text material on RCRR strategy. The research aim is to demonstrate the impact of the Read, Cover, Remember, Retell (RCRR) method on the reading comprehension of tenth-grade students at one of senior high school in Probolinggo, East Java, Indonesia of the 52 students in the study, 26 in the control group and the other 26 was in the experimental group.

2. Method

2.1 Research Designs

In this research, researcher used a quantitative method. Creswell (2012) explains that there are three design types in quantitative research: survey, correlation, and experimental. This study's methodology is quasi-experimental. The study's objective was to determine whether students taught Read, Cover, Remember, and Retell (RCRR) Strategy obtain higher reading comprehension scores than students not taught the RCRR Strategy.

2.2 Research Sample

The entire unit's population with identical characteristics following with the research's criteria. The population is the subject of the investigation. This study's population includes all tenth-grade students at one of senior high school in Probolinggo, East Java, Indonesia. They are divided into four classes with 115 students: X A, which has 31 students, X B, which has 32 students, X C, which has 26 students, and X D which has 26 students.

Charles in Latief (2016) asserts that a sample is a select group of individuals chosen to represent the actual population. The researcher selected in two classes: the experimental X C class and the controlled X D class. The researcher chose tenth-grade students because recount text material is appropriate for their grades.

2.3 Instrument

To collect data any research, instruments are required. In scientific investigation, instrument selection must be appropriate, valid and reliable. Instruments refer to the instruments used to collect data. The researcher used instruments for observation, testing, and documentation. Brown in (Andika, 2019) defines simply put, a test as a method of evaluating a people's performance, learning, or ability in a particular field. There are two

sections to the test: before and after the test. A 20-question multiple-choice test was the type of test used in this study.

The researcher used content validity in this research. Aditya (2020) examines that content validity is the degree to which a measurement tool's components accurately convey the goal of the measurement. In content validity, the coverage of the task becomes the evidence. If the task the students are required to carry out covers all samples of the area in the ability or within the knowledge to be assessed, the representativeness of the samples will become the supporting content validity evidence.

In this study, the researcher used content validity. The researcher concurred with the teacher's previous testing of the tenth-grade students using the same test. The test has been accorded with the curriculum used in the school. The curriculum is in the form of curriculum 2013. The English teacher has aligned the test instrument with the student's worksheet. This is done to prove that the test is appropriate for the content of the subject.

Based on Latifah et al (2020) if an instrument can test what should be tested, it is considered valid. It can clarify the data derived from the researched variables. Content validity is the level to which a measuring instrument adequately covers the subject under study. In the coverage, the task becomes the evidence. Before giving the instruments to the students, the researcher checks with experts, such as a professor or experienced researchers, to see if they are suitable for measuring the research variables. The reliability of this test was represented by the value of the total Cronbach α of 0.743. The value of Cronbach α for the 20 multiple choices were all >0.7 .

2.4 Data Collection

A multiple-choice test was used to gather the study's data, since the sample is tenth grade in one of senior high school in Probolinggo, East Java, Indonesia consisting of 26 students each class. The multiple-choice test consisted of 20 items which were allotted to students both pre-test and post-test. Each item consisted of five alternative answers. If the students answer correctly, they will get a score of 5 for each item of the test. 90 minutes were allotted for the test. Hence, the students needed to complete it. The test's objective was to assess the students' reading comprehension skills.

2.5 Data Analysis

Doing the data analyzed in the study is essential. The data analysis is carried out to know the result of the hypothesis the researcher formulated. In the current study, the researcher, therefore, analyzes the data using Independent Sample T-test. The researcher uses Independent Sample T-test is to decide whether is a significantly different in the mean of the two different groups.

Following that, to decide whether there is significantly different or not in applying the RCRR strategy in reading comprehension to the tenth grade students in (X C) at one of senior high school in Probolinggo, East Java, Indonesia, the researcher would see the t-test for posttest with equal variance. If the significance of t-test is > 0.05 , then H_a was rejected and H_0 was accepted. As a result, mean of the posttest for experimental group and the control group is not different. On the other hand, if significance of the t-test is < 0.05 , then H_a would be received and H_0 is declined. As a result, the mean of the posttest for group of experimental and group of control is the different. In analyzing this, the researcher used SPSS Version 25.

3. Finding

Students' reading comprehension of the recount text was evaluated using the test, which was administered subject to the provision of text-related data in both the experimental and control classes. Tenth-grade students' pre-test and post-test scores were used to extract research data from one of senior high school in Probolinggo, East Java, Indonesia. Based on the pretest and posttests scores provided to research students, following descriptions depicts the research outcomes.

Table 1. Pre-tests and Post-tests Score Descriptive Statistics

Value	Class	N	Test of Recounts Text			
			Best Score	Minimum Score	Maximal Score	Average
Pre-test	Experimental.	26	100	45	75	60.58
	Controls	26	100	35	65	48.27
Post-test	Experimental	26	100	65	90	78.65
	Control	26	100	50	80	65.19

The data in Table 1 show the differences among pretest and posttest scores. On the pretest, lowest score was 45, while highest score was 75. Currently, the lowest post-test score is 65, while the highest is 90. The pretest mean score was 60.58, and the posttest mean score was 78.65. The data show that mean score was higher after the test than it was before the test. It stated that RCRR strategy improved students' reading comprehension of recount texts.

The statistics in table 1 show the range of pretest and posttest scores for class of control that was not learned using the Read, Cover, Remember, Retell (RCRR) method. The lowest and highest pre-test scores were 35 and 65, respectively. The pretest mean score was 48.27,

and posttest mean score was 65.19. In conclusion, neither the controlled class's pre-test nor post-test scores show any significant improvement.

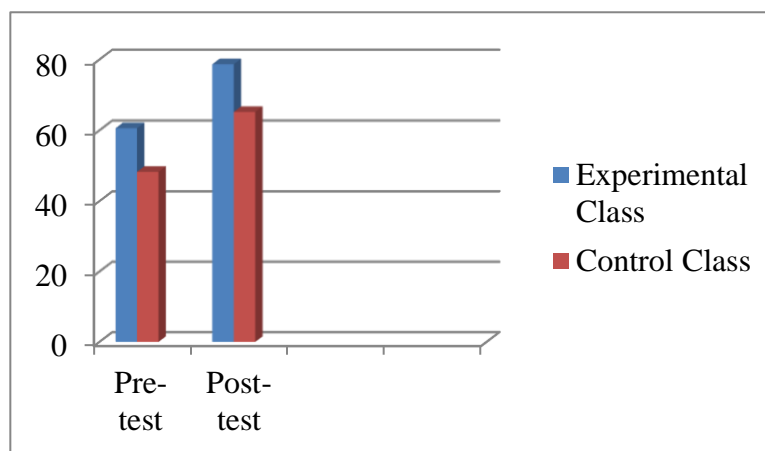


Figure 1. The difference in student scores between the Controlled and Experimental Classes

Figure1 shows that students in the experimental class scored higher for comprehending recount text. It took place after students in the control class were had been traditional studying methods and experimental class using the RCRR strategy. In conclusion, students can read the recount text with comprehension using the RCRR method effectively.

Table 2. Pretest and posttest normality checks for Experimental Class and Controlled Class

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Experimental Class	.132	26	.200*	.956	26	.327
Post-test Experimental Class	.160	26	.083	.937	26	.114
Pre-test Control Class	.154	26	.113	.945	26	.181
Post-test Control Class	.202	26	.008	.933	26	.092

In table 2, it can be seen that the Kolmogorov-Sminorv results of the two classes are (sig) more than 0.05. The controlled class was 0.008, while the experimental class was 0.113. Based on the result, the author determined that important of the data in experimental and controlled classes is greater than 0.05. This indicates that the Read, Cover, Remember,

Retell (RCRR) Strategy is effective for studying recount text comprehension and indicate that study information is normally distributed.

Table 3. Pretest and posttest homogeneity test for the experimental classes

	Levene Statistic	df1	df2	Sig.
Pre-test	.054	1	50	.818
Post-test	.001	1	50	.981

As stated in table 3, outcomes of the records confirmed that significances of experimental and control class pretest is 0.818. It infers 0.818 above 0.05. As a result, information from both classes was the same. In Table 3, the data's findings showed that sign. The score of posttest score was 0.981. Posttest data was found to be homogeneous because it was preponderant to the score ($0.981 > 0.05$).

Table 4. Result of T-test Calculation

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental Class	26	60.58	8.041	1.577
	Control Class	26	48.27	8.239	1.616
Post-test	Experimental Class	26	78.65	7.008	1.374
	Control Class	26	65.19	7.679	1.506

Pretest and posttest for experimental class standard deviation scores differed significantly, as shown in Table 4. According to both tables, the experimental class's standard deviation decreased to 6.711 from 10.956. Similarly, both pre-test and post-tests for the classes scores rise significantly. To put it another way, the RCRR reading comprehension teaching strategy is working well in the classroom and throughout of the students have indicated their improvement together.

Table 5. Ttest Result of Pretest and Posttest Scores

Independent-Sample-Test	
	Levene's Test for Equality of Variances T-test or Equality of Means

		Fs	Sig.	Ts	Df	Sig. (2- tailed)	Mean Differ ences	Std. Error Differ ences	95% Confidence Interval of the Differences	
									Lower	Upper
Pre-test	Equal variance assumed	.054	.818	5.451	50	.000	12.30 8	2.258	7.773	16.8 43
	Equal variances not assumed			5.451	49.97 0	.000	12.30 8	2.258	7.773	16.8 43
Posttest	Equal variances assumed	.001	.981	6.603	50	.000	13.46 2	2.309	9.366	117. 557
	Equals variances not assumed			6.603	49.58 8	.000	13.46 2	2.309	9.366	17.5 57

This study's calculated results demonstrated that tenth-grades students in one of senior high school in Probolinggo, East Java, Indonesia can comprehend recount text using the Read, Cover, Remember, Retell (RCRR) method. Writer claims that the RCRR strategy was statistically effective as demonstrated by the autonomous t-test. The sig (2-tailed) p-value, also known as sig a, is 0.05 demonstrates this when post-test data is analyzed. Based on the results, it came to the conclusion that alternative hypothesis (Ha) was accepted and that the null hypothesis (Ho) was rejected. The 1,83 result of the effect size test is also confirmed.

4. Discussion

In this discussion, the researcher answered questions presented in previous whether students taught by RCRR strategy have might as well achievement than those not. As

previously stated, applying RCRR strategy could maximize the students' reading comprehension learning potential. The RCRR strategy backed up strategy's efficacy. It's an excellent way to assist readers of all stages who think that analyzing fast is good and do not understand what they're reading. In conclusion, the researcher should use the RCRR strategy to teach reading comprehension.

Researcher also compared outcomes of study between control class which was taught conventional strategy and experimental class which applied RCRR strategy. The results of the reading tests between the two classes are then different. Descriptive statistics in Table 1 showed that experimental class's mean score increased from 60,58 to 78,65 after applying RCRR strategy. Even though the strategy was not used, control class ranking also significantly was improved. It has increased from 48,27 to 65,19.

It demonstrates that the experimental group that received a treatment noticed interesting changes in their comprehension of recount text reading comprehension. The significant shift in the typical scores of post-test those who gained 18,07 points demonstrates this, compared to the control group, which only received 16,92 points from the average score on the pre-test. Generally indicates that this finding establishes that students in the experimental class improve following treatment with the RCRR strategy, in contrast to the class of control, which was not given the same treatment in training.

In other research results, it found that students who are taught using the conventional method and those who are taught using the RCRR strategy have significantly different levels of reading comprehension. Students can benefit greatly from the RCRR method by enjoying reading, achieving their objectives, and expanding their vocabulary (Marpaung&Sinaga, 2019).

In addition, the findings of this study demonstrate that RCRR strategy is effective for students' comprehension of the text and back up previous research in this area. Dahler et al (2019) in their conclusion also discussed how rational chunking and pair work have been shown to increase students' reading comprehension. They declared that when researcher instructed students to take a seat in pairs to ensure that they focused solely on their pairs and did not disturb other pairs. They were able to better comprehend the text because of this. Additionally, rationally assigning readings assignment encourages students to reads extra cautiously and to concentrate on recalling specifics. Because it gives opportunities for students to not best examine however also to don't forget the essence of the text they have got examine, this approach additionally allows college students improve their vocabulary.

Irrespective of the instances above, researchers strongly believed that RCRR strategy contributed to positive effects on readings comprehension. Findings emphasized that there has been a advantageous effect at the utility of the RCRR method in students' reading comprehension; the higher applying of the RCRR method, the higher its ability for reading

comprehension. In addition, vocabulary is also given directly and has a significant effect on reading comprehension. The more vocabulary students have, the better student understanding is obtained when reading the text. For this reason, their reading comprehension develops to a higher level. In previous studies, others researchers took samples from junior high school students or high school students, for research next if possible to apply RCRR strategy to students to predict their reading comprehension.

5. Conclusions

Analysis of the data backs up the conclusion that one of senior high school in Probolinggo, East Java, Indonesia tenth-grade students learned to read recount text comprehension using the RCRR method. Additionally, the result of Cohen's effect size test was 1,83. It sounded like the scope of this study has a significant effect. Additionally, it is frequently inferred that the procedure is superior to the score of students. It can also be demonstrated by test results and distinctions among the pre-test and post-test scoring systems. Pretest score was on average 60,58. The typical posttest score was 78,65. To put it another way, students' comprehension abilities and reading recall scores would rise as a result of incorporating RCRR into the instruction of reading recount texts.

From the two classes, it be discovered pre-test standard deviation was lower than posttest from 8.041 and 8.29 to 7.008 and 7.679. This indicates that the RCRR strategisis effectively used within classroom and that all students have confirmed their development together. As a result, the alternative hypothesis (H_a) has been accepted and null hypothesis (H_o) has been disregarded. In other words, applying RCRR (Read, Cover, Remember, Retell) strategy to tenth-grade students of one of senior high school in Probolinggo, East Java, Indonesia was successful in teach reading recount text.

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