

## READING DISFLUENCIES AND STRATEGIES TO OVERCOME THEM: A CASE STUDY OF FIRST-SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT UHKBPNP

**Siska Anggita Situmeang<sup>1</sup>, Novra Melisa P. Hutabarat<sup>2</sup>, Triputri Harefa<sup>3</sup>**

<sup>1</sup> Universitas HKBP Nommensen Pematangsiantar, Indonesia

<sup>2</sup> Universitas HKBP Nommensen Pematangsiantar, Indonesia

<sup>3</sup> Universitas HKBP Nommensen Pematangsiantar, Indonesia

Email: [siskasitumeang733@gmail.com](mailto:siskasitumeang733@gmail.com)

| ARTICLE INFO   | ABSTRACK  |
|--|---|
| <p>Diterima: 15 Maret 2026<br/>Direvisi: 25 Maret 2026<br/>Disetujui: 27 Mei 2026<br/>Tersedia Daring: 15 Juni 2026</p> <p><b>Keywords:</b><br/><i>Reading, Disfluencies, Strategy, Study Case</i></p> | <p>This proposal is about a research on the categorization of the reading disfluency produced by the university students in Indonesia. The research is conducted in the teacher training, FKIP Universitas HKBP Nommensen Pematangsiantar. The study is conducted on the classroom conversation of the First semester students studying Reading Comprehension subject in the academic year 2024/2025. The research will explore how the students produce each type of the category existed in every clause they produce in their reading. the findings of this study can be very important information to understand the students' disfluency in the reading classroom.</p> |
|  | ABSTRAK   |
| <p><b>Kata Kunci :</b><br/>Membaca; Ketidاكلancaran Membaca, Strategi, Studi Kasus</p>   | <p>Proposal ini membahas tentang kategorisasi disfluensi membaca yang dihasilkan oleh mahasiswa di Indonesia. Penelitian ini dilakukan di Pelatihan Guru, FKIP Universitas HKBP Nommensen Pematangsiantar. Studi ini dilakukan pada percakapan kelas mahasiswa semester pertama jurusan Pemahaman Membaca tahun ajaran 2024/2025. Penelitian ini akan mengeksplorasi bagaimana mahasiswa menghasilkan setiap jenis kategori yang ada di setiap klausa yang mereka hasilkan dalam bacaan mereka. Temuan penelitian ini dapat menjadi informasi yang sangat penting untuk memahami disfluensi membaca mahasiswa di kelas.</p>   |

© 2023

This Is An Open Access Article Under CC-BY License



### 1. INTRODUCTION

This proposal is about a research on the categorization of the reading disfluency produced by the university students in Indonesia (Purnamasari, 2021). The research is conducted in the teacher training, FKIP Universitas HKBP Nommensen Pematangsiantar. The study is conducted on the classroom conversation of the First semester students studying Reading Comprehension subject in the academic year 2024/2025. The research will explore how the students produce each type of the category existed in every clause they produce in their reading (A. Sa'di, 2022). The findings of this study can be very important information to understand the students' disfluency in the reading classroom. The main topic as the research focus in this study deals with the investigation of the category of the reading disfluencies of the students of the English Study Program of FKIP Universitas HKBP Nommensen Pematangsiantar. What are the types of the reading disfluency produced by the students of the English Study Program of FKIP Universitas

HKBP Nommensen Pematangsiantar, How is each type of the reading disfluency produced by the students of the English Study Program of FKIP Universitas HKBP Nommensen Pematangsiantar and Why is each type of the reading disfluency produced by the students of the English Study Program of FKIP Universitas HKBP Nommensen Pematangsiantar (Dewi, 2022).

The implementation of this research is conducted under some assumption. The following statements are assumed to be true empirically and theoretically. The students of the English Study Program of FKIP Universitas HKBP Nommensen Pematangsiantar produce some types of the reading disfluency (ANUGRAH, 2019). Reading disfluency occurs at At Every Five Word, seven and eight word while they read the text reading disfluency occurred because of his lack of vocabulary for each students, and students still think that English is a foreign language, and rarely used in daily communication (Al-Jarf, 2022).

Many disfluencies are edited errors in speech production. They mark those occasions when speakers have not framed an utterance which satisfies their goals before they begin to speak. Disfluencies are thought to occur when speakers fail to monitor and edit successfully during earlier phases of production. We do not yet know exactly what prevents correct initial formulation or internal self-correction in natural circumstances, but there are many possible culprits among the tasks competing for the speaker's attention. To produce any spontaneous utterance, a speaker must plan, assemble, and articulate a string of words. In dialogue, interlocutors must also comprehend one another's contributions and provide appropriate replies promptly enough to make it plain that they wish to take the floor. In task-oriented dialogue, they must use the interaction to achieve a non-conversational goal. As with any other task, initial attempts at any of these activities in a given setting may prove difficult. According to Shriberg (Jahara & Abdelrady, 2021) that Disfluencies is the problem of oral action in vocal human (Prihartyasningrum et al., 2019). Shriberg said that disfluence happens when humans encounter slips of the tongue. Some speakers often put out the word um, uh. Some said it was a mistake that occurred (Churat et al., 2022). Therefore shriberg classify some errors when speaking. There are 3 types of Disfluency filler, repetitions, and repairs. On the other hand, Gleason and Ratner's disfluence said that speech is an error that occurs when the speaker is talking and thinking together. At the time of the speaker and the speaker spoke quietly and say um, well, or you know it means that thespeakers are thinking what word to say next. Gleason and Ratner's classify errors into 4 parts. They are hesitations, repetition, false starts and filler.and for this research, researcher find 2 phenomenon fillers and repetition (Jubier, 2019).

Fillers are parts of speech which are not generally recognized as purposeful or containing formal meaning, usually expressed as pauses such as uh, like and er, but also extending to repairs ("He was wearing a black—uh, I mean a blue, a blue shirt"), and articulation problems such as stuttering (Almuslimi, 2020).

Filler words such as Um, well, or you know. In other examples of fillers (Eliantari et al., 2020):

1. I think we need more tryouts. You know....it is good lesson according to my opinion..

2. Well, can we do again next week? I wrote only three paragraphs today. I think ... um.. I promise I will write five next weeks.

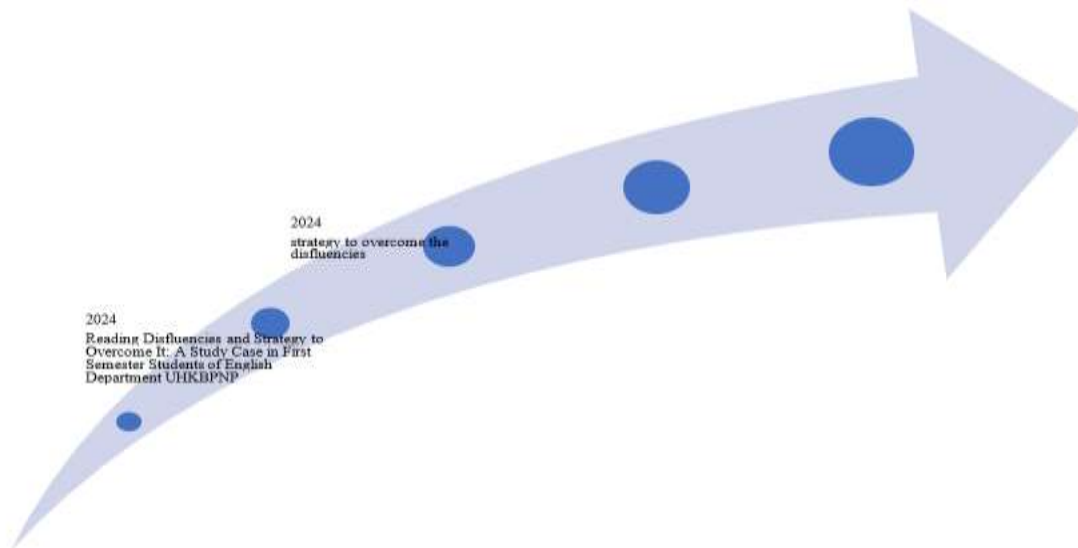
A characteristic expression of unconscious psychic processes, repetition drives the subject, more or less regularly, but inflexibly, to reiterate systematically certain experiences, thoughts, ideas, and representations (Iswara et al., 2023).

Repetition words such as I...I, very.. very..., the... the...

Examples:

1. I ... I...Wrote four... four paragraph. It was very .... I think it was very.... Very difficult to find a to... a topic.
2. The... the.... Try out was good I ... I ... think. I may know my... my... preparation. I think I need to learn more.... More about the argumentative paragraph.

This research output is expected to be the grounding theory of the further study of students' rea (Selfie & Hartati, 2021).



**Diagram 1. Research Road Map of Five Years Ahead**

## 2. METHOD

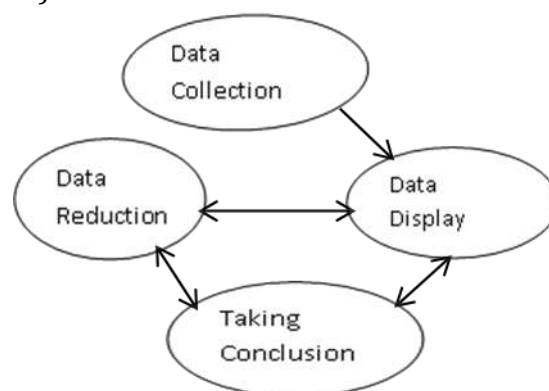
The design of this research is categorized to a qualitative design. The subject of this research is the students of the English Study Program of FKIP Universitas HKBP Nommensen Pematangsiantar are the students who are contracting the subject reading comprehension in the English Study Program of FKIP Universitas HKBP Nommensen in the first semester in the academic year 2024/2025 (Tunmer & Hoover, 2019). The technique of the data collection is by participant observation. By this technique the researcher functions as the key instrument in the data collection. In collecting the data the researcher is acting as a substitute lecturer giving a subject in reading text. The procedure in collecting the data is as follows (Toyokawa et al., 2023):

1. The researcher give a text to students and read in front of the classroom. The topic are free according to the topic being learned in the time table of the study program.

2. The researcher uses a tape-recorder which she hides in her pockets to record all the text presented by the students who are assigned to come in front of the classroom (Paramida, 2021).
3. When the students speak, the researcher also makes some notes on the relevant important behaviour of the students while they are presenting in the classroom.

The technique of the data analysis used in this research is based on the three concurrent activities mention by Miles and Huberman (R. J. Holmes, 2022) they are data reduction, data display, and drawing conclusion (Syaputri & Djulia, 2018). The three concurrent activities are conducted on the orientation of the analytical framework which is constructed based on the theoretical framework which include the concept of disfluencies defined as the students' utterances with the characteristics of repetition, filler words such as um, well, or you know which can occur every five to eight word, and be assumed to provide valuable insights into unit of speech production and permit the evaluation on how much speech is mentally planned in advance of its production (Mutmainnah, 2018) the concept of disfluencies such as "um" s and "uh"s, and word repetition are prevalent in spontaneous spoken language, yet have received surprisingly little attention (Shriberg, 1994), and the concept of. pauses as the disfluency which may be filled with uh, or um and some words may occur with elongated pronounciations, like three for the word (Clark & Wasow, 1998).

In the process of the data analysis, the researcher works as the key instrumet in reducing the data into clauses (Pasaribu et al., 2020). Then the researcher display the data to show the classification of the speaking disfluencies. At last the researcher draws the conclusion of each type of the classification (Siahaan, 2018). The three concurrent activities are conducted by the researcher at the same time for several time until a strog conclusion can be made. The three concurrent activities are conducted on th orietation of the analytical framework which is constructed based on the theoretical framework (Mohammad Haryo, 2021).



**Figure 1. Component of data Analysis: Interactive Model**

The process of the data analysis in accordance with the diagram presented above is explained as in the following steps.

**Step 1: Data Collection**

The data analysis is done as early as in the beginning of the data collection. The selection is purposely done to minimize the number of the data. The selection is done on

the orientation of the theoretical framework used in this research (Mandasari & Aminatun, 2022). During the data collection, the students are invited to present their speech next to the desk of the teacher in front of the classroom (Anggun, 2016). The researcher sits at the teacher desk in the classroom as a substituted teacher. A mobile phone on the desk to ease the researcher control the process of recording the students (Hassan et al., 2021).

#### Step 2: Data Reduction ( Transcription)

The data analysis in this step is firstly to transcribe the data into a paper (Faculty, 2016). The transcription is conducted on the orientation of the theoretical framework used in this research (Rahmadani et al., 2021). The reduction process undergoes the exclusion of unnecessary information, such as the unimportant sounds which are not relevant for analysis, from the recording. The purpose of the reduction is to simplify the data (Wael & Hasanudin, 2020). The simplification is to ease the data observation (Ni'mah et al., 2022). The reason for the simplification is that a large number of data is difficult for analysis.

#### Step 3: Data Display

This step is the in depth observation on the data which are already transcribed. The purpose is to identify any disfluency types in every individual speech (Al-Jarf, 2022).

#### Step 4: Taking Conclusion

This step is the analysis to classify and to describe the whole disfluency types invented in the whole individual speech (Dewi, 2022). The classification is made into the form of an outline according to the theory of disfluency (Krishnapatria, 2021).

### 3. RESULT AND DISCUSSION

Based on the observation, recording, transcription, and data analysis conducted on the first-semester students of the English Department at FKIP Universitas HKBP Nommensen Pematangsiantar, it was found that students still experienced various forms of reading disfluencies while reading English texts in front of the class (K. A. A. Purba, 2022).

The analysis revealed that there were two dominant types of reading disfluencies, namely:

#### 1. Fillers

This type was characterized by the use of expressions such as “*um*,” “*uh*,” “*well*,” and “*you know*” when students paused to think during reading activities (Yunita, 2022). These fillers appeared when students needed additional time to process vocabulary, understand sentence structures, and determine the correct pronunciation (Rosnani et al., 2019).

Examples:

1. “Well... I think this text is about... *um*... environmental issues.”
2. “The writer... *uh*... explains about...”

The findings showed that fillers were the most frequently occurring type of disfluency among the participants (Zurniati, 2018).

## 2. Repetition

Repetition was identified when students repeated words, syllables, or phrases before continuing their reading (Pasha et al., 2024).

Examples:

1. "The... the... government should..."
2. "I... I... think the text explains..."

This occurred because students often hesitated due to uncertainty in pronunciation, lack of confidence, or incomplete understanding of the text (Al Masykuri, 2014).

## Factors Causing Reading Disfluencies

The findings indicated that the main factors causing reading disfluencies were:

1. Limited English vocabulary mastery (A. Purba & Girsang, 2021).
2. Lack of regular reading practice
3. Low self-confidence when reading aloud
4. Difficulty in pronunciation
5. Limited use of English in daily communication (A. Sa'di, 2022).

## Strategies to Overcome Reading Disfluencies

The study identified several effective strategies to reduce reading disfluencies, including (Al-Smadi, 2020):

1. Regular reading aloud practice
2. Improving students' vocabulary mastery
3. Providing pronunciation modeling by lecturers (Wazeer, 2023).
4. Applying repeated reading activities
5. Giving peer correction and direct feedback
6. Using audio-based learning media for pronunciation practice

After implementing these strategies, most students showed improvement in reading fluency, as indicated by the decreased frequency of fillers and repetitions (Ahmada, 2020).

## 4. CONCLUSION

Based on the findings of this research, it can be concluded that first-semester students of the English Department at FKIP Universitas HKBP Nommensen Pematangsiantar still experienced reading disfluencies when reading English texts aloud. The two dominant types of disfluencies identified were fillers and repetition. These disfluencies were mainly caused by limited vocabulary, insufficient reading practice, pronunciation difficulties, and low self-confidence. To overcome these problems, structured teaching strategies such as intensive reading aloud practice, vocabulary enhancement, pronunciation guidance, and constructive feedback are necessary. The implementation of appropriate strategies was proven to reduce students' reading disfluencies and improve their reading fluency. Therefore, lecturers are encouraged to integrate intensive reading fluency exercises into reading comprehension classes to support students' long-term English reading development.

## REFERENCES

- A. Sa'di, R. (2022). Stress Misassignment In The Pronunciation Of English By Arabic-Speaking Learners: Erratic Practice Or Crosslinguistic Influence? *International Journal Of Arabic-English Studies*, 22(1), 79–100. <https://doi.org/10.33806/Ijaes2000.22.1.5>
- Abdullah, A., Achmad, F. Y. N., & Mayunita, S. (2026). Transparency Of Direct Cash Assistance (BLT) Receipt Services In Bone Kainsetala Village, Bone District, Muna Regency. *Journal of Social and Society Tarombo (JSST)*, 1(1), 39-45.
- Ahmada, A. (2020). The Error Analysis Of Writing Recount Text At Third Semester Students Of English Education Department In Academic Year 2019/2020. *Jurnal Studi Guru Dan Pembelajaran*, 3(2), 200–205. <https://doi.org/10.30605/jsgp.3.2.2020.305>
- Al-Jarf, R. (2022). Student-Interpreters' Foreign Proper Noun Pronunciation Errors In English-Arabic And Arabic-English Media Discourse Interpreting. *International Journal Of Translation And Interpretation Studies (Ijtis)*, 2(1), 80–90.
- Al-Smadi, M. (2020). The Effect Of Using Songs On Young English Learners' Motivation In Jordan. *International Journal Of Emerging Technologies In Learning (Ijet)*, 15(24), 52–63.
- Al Masykuri, Y. (2014). *English Language Education Study Program Faculty Of Languages And Arts State University Of Yogyakarta*.
- Almuslimi, F. K. A. (2020). Pronunciation Errors Committed By Efl Learners In The English Department In Faculty Of Education–Sana'a University. *Millennium Journal Of English Literature, Linguistics And Translation*, 1(2).
- Anggun, S. K. (2016). An Analysis Of Descriptive Text In English Textbook Using Transitivity System (A Case Study Of Reading Passages). *Journal Of English And Education*, 4(1), 147–158.
- Anugrah, A. T. (2019). *Improving The Students'pronunciation Through The Use Of Text-To-Speech Software (A Pre-Experimental Research At The Tenth Grade Students Of Sman 8 Makassar)*.
- Apriyanto, M., Saefullah, A., Mubarock, W. F., Anwar, K., Ternando, A., Lumintao, J., & Ratković, N. (2026). Effectiveness of Digital Management System In Improving Employee Performance at The Mayor's Office of Parepare. *Marsiurupan: Journal Of Community Service*, 1(1), 43-51.
- Churat, J., Prommatha, R., Pongsawat, W., Upanit, W., Chaemchun, S., Intasena, A., & Yotha, N. (2022). The Use Of The Sq4r Technique In Enhancing Grade 11 Student Critical Reading. *Higher Education Studies*, 12(4). <https://doi.org/10.5539/hes.v12n4p113>
- Dewi, A. K. (2022). Pronunciation Problems Faced By The English Department Students In Pronouncing–Ed Ending (A Case Of The Sixth Semester Students Of The English Department Of Unnes In The Academic Year Of 2008/2009). *Semarang State University: English Department Faculty Of Languages And Arts*.
- Edu, A. L., Damanik, B., Dewi, D. A., Amin, A., & Sharlach, T. (2026). Media Learning Social Studies For Teacher Member MGMP Social Studies Sintang Regency. *Marsiurupan: Journal Of Community Service*, 1(1), 32-42.

- Eliantari, N. P. R., Kristiantari, M. R., & Sujana, I. W. (2020). Pengaruh Model Pembelajaran Cooperative Integrated Reading And Composition Berbantuan Circular Card Terhadap Keterampilan Menulis. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 4(1), 23. <https://doi.org/10.23887/jppp.v4i1.24780>
- Faculty, T. T. (2016). *The Chief Of English Education Department Lecturer Of Tarbiyah And Teacher Training Faculty (Ftik), Institut For Islamic Studies (Iain) Padangsidempuan*. 1. 4(2), 1–14.
- Hassan, I., Madarina Abdul Rahman, A., & Nazri Latiff Azmi, M. (2021). Development Of English Writing Skills Through Blended Learning Among Esl Learners In Malaysia. *Arab World English Journal*, 7(1), 377–389. <https://doi.org/10.24093/awej/call7.26>
- Iswara, P. D., Julia, J., Supriyadi, T., & Ali, E. Y. (2023). Developing Android-Based Learning Media To Enhance Early Reading Competence Of Elementary School Students. *Pegem Journal Of Education And Instruction*, 13(4), 43–55. <https://doi.org/10.47750/pegegog.13.04.06>
- Jahara, S. F., & Abdelrady, A. H. (2021). Pronunciation Problems Encountered By Efl Learners: An Empirical Study. *Arab World English Journal*, 12(4), 194–212. <https://awej.org/>
- Jubier, M. M. (2019). English Consonant Pronunciation Difficulties Of Adult Efl Arab Learners In Malaysia. *International Journal Of Language Academy*, 7(2).
- Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MbkM) Curriculum In English Studies Program: Challenges And Opportunities. *Elt In Focus*, 4(1), 12–19.
- Mandasari, B., & Aminatun, D. (2022). Investigating Teachers'belief And Practices Toward Digital Media Of English Learning During Covid-19 Pandemic. *English Review: Journal Of English Education*, 10(2), 475–484. <https://doi.org/10.25134/erjee.v10i2.6248>
- Manullang, M., Purba, K., Sinaga, D., Sinaga, A. T. I., & Panigrahi, R. R. (2026). Increase Power Competitive MSMEs Processed Banana Arta Shinda Through Digital Marketing Training and English Education In Way Sulan Regency. *Marsiurupan: Journal Of Community Service*, 1(1), 1-12.
- Mohammad Haryo, B. (2021). *Teaching English Using Children Songs: Its Effect On Students'listening Comprehension At Smpn 4 Tualang Kabupaten Siak*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Mutmainnah. (2018). The Effectiveness Of Pre-Reading Plan (Prep) Technique To Improve Students' Reading Comprehension At The Tenth Grade Of Madrasah Aliyah Ddi Cambalagi Kabupaten Maros. *English Department, Faculty Of Teachers Training And Education, Muhammadiyah University Of Makassar*.
- Ni'mah, H., Kurniawati, D., & Susatyo, B. (2022). Analyzing Lecturer Classroom Management Style In English Class At Unirow Tuban. *Prosiding Snasppm*, 7(1), 1057–1063.
- Panjaitan, L., Simbolon, J. M. A., Mobo, F. D., & Purba, A. A. (2026). The Impact of Socioeconomic Differences on Multicultural Learning Experiences in School Base: Studies Case Wrong One Elementary School in Indonesia. *Journal of Social and Society Tarombo (JSST)*, 1(1), 1-10.

- Paramida, E. Y. R. (2021). The Influence Of Using Herringbone Technique Towards Students' Reading Comprehension Of Recount Text At The Eighth Grade Of Mtsn 1 Kotabumi Academic Year 2019/2020. *Griya Cendikia*, 6(2), 192–200. <https://doi.org/10.47637/Griya-Cendikia.V6i2.96>
- Pasaribu, B., Herman, H., & Hutahaean, D. T. (2020). Students' Difficulties In Translating Narrative Text From English Into Indonesia At Grade Viii Of Smp Negeri 9 Pematangsiantar. *Acitya Journal Of Teaching & Education*, 2(1), 12–18. <https://doi.org/10.30650/Ajte.V2i1.1311>
- Pasha, N. A., Marbun, C. M., Illahude, F. F., Rizkiya, A., & Inawati, I. (2024). Indonesian English Pre-Service Ppg Program: Students' Perception. *Journal Of English Language Studies*, 9(1), 71. <https://doi.org/10.30870/Jels.V9i1.21988>
- Prabonto, A., Sa'ban, L. A., Wijaya, A. A. M., Munthe, M. N. B., & Panigrahi, R. R. (2026). Baubau City Transportation Department Strategy Towards Regulation And Supervision Of Illegal Parkingin Baubau City. *Journal of Social and Society Tarombo (JSST)*, 1(2), 58-68.
- Prihartyasningrum, H., Sutiyono, A., & Wiratno, P. (2019). *Improving Students' Reading Comprehension Through Guided Reading Strategy At The Eleventh Grade Of Smk Persada Bandar Lampung In The Academic Year 2020/2021*. 44(12), 2–8.
- Purba, A., & Girsang, S. E. E. (2021). Developing Think Talk Write Strategy On Students' English Literation Capability. *Budapest International Research And Critics Institute (Birci-Journal): Humanities And Social Sciences*, 4(1). <https://doi.org/10.33258/Birci.V4i1.1764>
- Purba, K. A. A. (2022). *An Error Analysis In Writing Short Essay Made By The First Semester Students English Department Nommensen University*. <https://doi.org/http://repository.uhn.ac.id/handle/123456789/6913>
- Purnamasari, A. (2021). What Efl Learners Say About Youtube Use To Improve Pronunciation In A Blended Learning Environment. *Jet (Journal Of English Teaching)*, 4(3), 205–215.
- R. J. Holmes, C. (2022). Reading Scripture With Gratitude: Joseph Mangina's Contribution To Theological Exegesis. *Pro Ecclesia: A Journal Of Catholic And Evangelical Theology*, 31(1), 4–8. <https://doi.org/10.1177/10638512221076339>
- Rahmadani, F., Pammu, A., & Nasmilah, N. (2021). The Use Of Board Race Games Toward The Improvement Of Students Vocabulary's Memorization At The First Year Students Of English Education Department At Uin Alauddin Makassar. *Jurnal Ilmu Budaya*, 9(1), 204–211. <https://doi.org/https://doi.org/10.34050/Jib.V9i1.12620>
- Rosnani, S., Rahman, M., & Mesalina, J. (2019). *English Teacher's Classroom Management In Teaching English At Junior High School Smp Islam Al-Falah Jambi*. Uin Sulthan Thaha Saifuddin Jambi.
- Saadoon, A. R., Sharlach, T. M., Al, J. A. A. A. J., & Nasution, I. A. U. (2026). The Ur III Governor Ur-Mes and Urusagrigr from an Iraqi Perspective. *Journal of Social and Society Tarombo (JSST)*, 1(2), 46-57.
- Selfie, S., & Hartati, H. (2021). The Effectiveness Of The Powerpoint Assisted Sq4r Model On Reading Skills In Class V Students. *Elementary School Teacher*, 5(1).

<https://doi.org/10.15294/est.v5i1.33821>

- Septiwiharti, D., Purba, Y. O., Sadat, A., Shaikh, Z. H., & Mardina, D. (2026). Empowerment Public DTW Bantimurung Based Language English in Bantimurung District, Maros Regency, South Sulawesi. *Marsiurupan: Journal Of Community Service*, 1(1), 22-31.
- Siahaan, M. M. (2018). Paragraph Structures Of Narrative English Essay In The Pretest The Students Of The University Of Hkbp Nommensen University. *Bahastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 3(1), 337-347. <https://doi.org/10.30743/bahastra.v3i1.2527>
- Syaputri, C. N., & Djulia, E. (2018). Pengaruh Model Circ (Cooperative Integrated Reading And Composition) Dengan Menggunakan Peta Konsep Terhadap Hasil Belajar Siswa Pada Materi Jaringan Tumbuhan Di Kelas Xi Ipa Sma Muhammadiyah 1 Medan. *Jurnal Pelita Pendidikan*, 6(1). <https://doi.org/10.24114/jpp.v6i1.9174>
- Toyokawa, Y., Horikoshi, I., Majumdar, R., & Ogata, H. (2023). Challenges And Opportunities Of Ai In Inclusive Education: A Case Study Of Data-Enhanced Active Reading In Japan. *Smart Learning Environments*, 10(1), 67. <https://doi.org/10.1186/s40561-023-00286-2>
- Tunmer, W. E., & Hoover, W. A. (2019). The Cognitive Foundations Of Learning To Read: A Framework For Preventing And Remediating Reading Difficulties. *Australian Journal Of Learning Difficulties*, 24(1), 75-93.
- Wael, A., & Hasanudin, H. (2020). Meningkatkan Kemampuan Berbicara Siswa Melalui Teknik Storytelling Di Medina English Club. *Jurnal Ilmu Pendidikan*, 9(2), 76.
- Wazeer, F. S. (2023). A Study On The Usage Of The Board Race Game; As A Grammar Retention Strategy For English As A Second Language (Esl) Learners. *Vidyodaya Journal Of Humanities And Social Sciences*, 8(01).
- Widodo, U., Maku, H., Mujiyanto, M., Shadikah, A. A., & Banjarnahor, D. N. (2026). Strengthening the Buddhist Community Economy Through the Development of Sustainable Durian Plantations Based on Religious Values. *Marsiurupan: Journal Of Community Service*, 1(1), 13-21.
- Yulianto, T., & Wibowo, F. A. (2026). Revisiting divine sovereignty and righteous suffering: A critical theological analysis of the Book of Job. *Journal of Social and Society Tarombo (JSST)*, 1(1), 19-30.
- Yunita, W. (2022). Best Practice In Teaching English Grammar To University Students: Deductive, Inductive, Or Combination Of Both? *Proceedings Of Iselt Fbs Universitas Negeri Padang*, 4(2), 435-443.
- Zurniati, V. (2018). An Analysis Of The Students Preposition Errors In Writing Recount Text At English Department In Academic Year 2013/2014 At Iain Imam Bonjol Padang. *International Journal Of Educational Dynamics*, 1(1), 55-68. <https://doi.org/10.24036/ijeds.v1i1.45>