# The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text

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# The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text

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| Keywords : | Abstract |
|---|---|
| Effect, descriptive text, comprehension, speed reading technique | This research aims to determine the effect of applying the effect of speed reading technique on the students' ability in comprehending a text at grade X of SMA N 4 Pematangsiantar. The problems of this study are "What is the effect of using speed reading technique to the students' ability in comprehending a text?" and "Is the effect of using speed reading technique more significant to the students' ability in comprehending a text?" The method used in this research was quantitative research design. The population of this research is the tenth grade students of SMA N 4 Pematangsiantar academic year of 2019/2020. Populations of this research are 235 students. Sample of this research are two classes which are divided into control (X PMIA-6) and experimental class (X PMIA-7). The research instrument in the form of multiple choice test. There are 10 questions. After the data had been analyzed, the researchers conclude that the effect of speed reading technique on the students' ability in comprehending a text was high. It was found that the value of t-test > t-table $(1,96 > 1,67)$. It means that the use of speed reading technique on the students' ability in comprehending a text is significant effective. Based on the result, it can be seen that the students' reading comprehension ability increases. They can understand the passages easier and efficiently. Moreover, the students are not bored in learning English since the technique used. They can get maximum result with minimum effort. |
| ***Kata Kunci :*** | ***Abstrak*** |
| *Dampak, Teks deskriptif, Pemahaman, teknik membaca cepat* | *Penelitian ini bertujuan untuk mengetahui pengaruh penerapan teknik membaca cepat terhadap kemampuan siswa dalam memahami teks pada siswa kelas 10 SMA Negeri 4 Pematangsiantar.Permasalahan dalam penelitian ini adalah "Apa efek dari penggunaan teknik membaca cepat terhadap kemampuan siswa dalam memahami teks?" dan "Apakah efek menggunakan teknik membaca cepat lebih signifikan terhadap kemampuan siswa dalam memahami teks?" Metode yang digunakan dalam penelitian ini adalah desain penelitian* |

*kuantitatif.Populasi penelitian ini adalah siswa kelas 10 SMA Negeri 4 Pematangsiantar tahun akademik 2019/2020. Populasi penelitian ini adalah 235 siswa. Sampel penelitian ini adalah dua kelas yang dibagi menjadi kelas kontrol (10 PMIA-6) dan kelas eksperimen (10 PMIA-7).Instrumen penelitian berupa tes pilihan berganda yang terdiri dari 10 pertanyaan.*

*Setelah data dianalisis, peneliti menyimpulkan bahwa efek dari teknik membaca cepat pada kemampuan siswa dalam memahami teks adalah tinggi.Ditemukan bahwa nilai uji-t> t-tabel (1, 96> 1, 67). Ini berarti bahwa penggunaan teknik membaca cepat pada kemampuan siswa dalam memahami teks adalah sangat efektif. Berdasarkan hasil, dapat dilihat bahwa kemampuan pemahaman membaca siswa meningkat.Mereka dapat memahami bacaan lebih mudah dan efisien.Selain itu, para siswa tidak bosan dalam belajar Bahasa Inggris.Mereka bisa mendapatkan hasil maksimal dengan upaya yang minimal.*

## Introduction

Reading is one of important skills in Englishthat must be mastered by the students in learning a language. As one of the language skills, reading plays an important role becausereading has become a part of our daily life. Reading activity provides many benefits for human being. Meng (2010:501) as cited in Herman, Sibarani and Pardede (2020:86) stated that English reading has always been regarded as one of the main aims in English teaching in colleges and universities, because it can objectively reflect the students'abilities to acquire the language. Therefore reading becomes an important aspect for humans, especially in the field of education.

In this modern era, reading skill becomes the main thing for humans because the developments in every aspect of life grow and develop very quickly. Reading can be done anywhere and anytime. Nowadays, we can read a lot of information easier by the books, internet, magazine, newspaper, etc. Even current technological advances make it easy for humans, especially to get information quickly. For example in the presence of various kinds of tools such as mobile phones, laptops, tablets, and others can be used as a tool to get information more quickly.

According to Harmer (2003) in Ismail, Syahruza, and Basuki(2017:2) reading is one of the receptive skills of English. Reading is an activity to understand about a passage or written text.The teacher expected the students acquire reading skill. Because, if the students cannot comprehending what they read clearly, reading learning process not going well. Reading comprehension is also simply known as a kind of thinking process which

requires the reader to make inferences from the text.It can be concluded that reading without comprehending is useless. According to Harmer(2007) in Martika and Hermayawati (2016:4)stated that "reading as an exercise dominated by the eyes and the brain, the eyes receive message and the brain then has to work out of the significance of these message". It means that reading makes students able tofind every message of written texts. Reading can expand human knowledge. That is why people said reading is the window of the world. By reading, we can see whatever happens in this world. Besides, we could also increase our knowledge, reading rate, and also enrich our vocabularies. So, if there are people do not like to read, it means that they are lack of information.

The researcher have read a previous study which stated that some reasons that make people lazy to read such as they have less motivation, they feel boring when they see a long text, and they are lack of vocabulary that make them difficult to comprehend a text and spend their time in reading. Moreover, in this modern era, people are requiredto do many things in a short time. Including reading, people are expected to get information from text as much as possible in a short time.

Based on the curriculum 2013, the standard of minimum criteria (KKM) is 70 in English subject for grade ten. When the researcher did the observation in SMA Negeri 4 Pematangsiantar, most of the students were failed in reaching the minimum passing criterionin reading comprehension. The researcher took data samples from grade ten students of PMIA 7. The mean score is 51,9. Most of the students' got the score under KKM in the test. Only 5 students passed the KKM.

It means, there is a problem between the expectation and the reality of learning English descriptive text in reading skill in SMA Negeri 4 Pematangsiantar.

**Table 1. Students' score in Pre-test**

| No | Initial Names of Students | Score |
|----|---------------------------|-------|
| 1 | AS | 60 |
| 2 | ASS | 40 |
| 3 | CDRS | 50 |
| 4 | CS | 30 |
| 5 | CVH | 30 |
| 6 | DM | 40 |
| 7 | DKP | 40 |
| 8 | ENP | 30 |
| 9 | EWS | 40 |
| 10 | GAS | 30 |
| 11 | GKRS | 80 |

| No | Initial Names of Students | Score |
|----|---------------------------|-------|
| 12 | GON | 50 |
| 13 | IAN | 30 |
| 14 | IYA | 50 |
| 15 | JS | 30 |
| 16 | JPS | 90 |
| 17 | JOM | 30 |
| 18 | KM | 40 |
| 19 | LIFS | 30 |
| 20 | MS | 60 |
| 21 | NAS | 70 |
| 22 | RASM | 90 |
| 23 | RHN | 30 |
| 24 | RP | 30 |
| 25 | SS | 50 |
| 26 | SGEM | 50 |
| 27 | TL | 50 |
| 28 | TTH | 50 |
| 29 | TJS | 30 |
| 30 | YS | 50 |
| 31 | YDAH | 80 |
| 32 | WGL | 60 |

So based on these data, the researcher assumed that 10th grade PMIA7 students still have problems in reading comprehension skills. This research is going to be conducted because the root of the problem which causes the gap between the expectation and the reality. To solve the problem found above, there are many kinds of technique, method, or approve can be used.

To solve the problems above, teachers need to find an appropriate technique to encourage students' ineterest and to build their self confidence in reading. The researcher suggested speed reading technique as a technique in teaching reading to be more effective and enjoyable. Speed reading can help the students to read andunderstand a text quickly. Nurhadi (1987:39) in Martiarini (2013:8) stated that speed reading is reading which prioritize its speed without ignoring comprehension. It means, speed reading not just read the text word by word but also comprehend it clearly.Based on the background above, the researcher conducted a research on "The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text at Grade X in SMA Negeri 4 Pematangsiantar".

## Method

### A. Research Design

Research design must be determine firstly in this part because research design shows the quality of the research. The research design used in this research is quantitative research. According to Herman, Sibarani and Pardede (2020:87), quantitative refers to describe variables, to examine relationships among variables and to determine cause-and-effect interactions between variables. Referring to the explanation above, researchers conducted an experimental research design. The variables in this design were called as experimetal treatment or independent variable and the other was dependent variable.

**Table 2. Research Design**

| Groups | Pre-Test | Treatment | Post-Test |
|---|---|---|---|
| Experimental Group | X1 | E | X2 |
| Control Group | Y1 | C | Y2 |

Note :

| | | |
|---|---|---|
| X1 & X2 | = | Pre and Post test in experimental class |
| Y1 & Y2 | = | Pre and Post test in control class |
| E | = | Treatment using speed reading |
| C | = | Treatment using conventional method |

### B. Population and Sample

#### 1. Population

According to Creswell (2011:142), population is a group of individuals who have the same characteristic. The population in this research, the researcher took grade X students of SMA Negeri 4 Pematangsiantar. The students grade ten in SMA Negeri 4 Pematangsiantar consisting of 7 classes. From the X PMIA 1 (35), X PMIA 2 (34), X PMIA 3 (34), X PMIA 4 (34), X PMIA 5 (34), X PMIA 6 (32), and X PMIA 7 (32) where the population is 235 students.

**Table 3. Total Population of Grade Ten**

| Class | X PMIA 1 | X PMIA 2 | X PMIA 3 | X PMIA 4 | X PMIA 5 | X PMIA 6 | X PMIA 7 | Total |
|---|---|---|---|---|---|---|---|---|
| Students | 35 | 34 | 34 | 34 | 34 | 32 | 32 | 235 |

## 2. Sample

According to Ary, Jacob & Sorensen (2010:148), sample is a portion of population. the sample is taken by using the purposive sampling. According to Cohen, Manion & Morrison (2000:103), in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs. So, the sample in this research divided into two groups consisting of class X PMIA 7 as the experimental group, while class X PMIA 6 as the control group.

**Table 4. The Sample of the Research**

| Experimental Class (X PMIA 7) | Control Class (X PMIA 6) |
|---|---|
| 32 | 32 |

## C. The Instrument of the Research

According to Arikunto (2013:192), research instrument is a kind of tool which is used by the researcher to collect or to get the data. There so many kinds of instruments can be used such as interview, observation, questionnaire, documentation, and test. But, the researcher only uses a test.

## 1. Test

An instrument will be used to collect the data in order to know the significance on the students' ability in comprehending a text. The researcher will be used multiple choices test. The test used was designed by researcher. There will be 10 questions to test how the students comprehending a text after given the treatment that is speed reading technique.

## 2. The Validityof the Test

### a. Validity

According to Cohen, Manion, and Morrison (2005:105), validity is an important key to effective research. If a piece of research is invalid then it is worthless. The researcher use content validity. Content validity is used to compare content of the test to the domain being measured. Content validity just focused on how well the items represent the intended area.

**Table 5. Content of Validity**

| Levels of Comprehension | | Test Number | Kinds of Test | Score |
|---|---|---|---|---|
| Literal | Understanding Word Meaning | 8, 10 | Multiple Choice | 10 |
| | Understanding Main Idea | 2 | Multiple Choice | 10 |
| | Understanding Sequence events | 4,9 | Multiple Choice | 10 |
| Inferential | Understanding Author's tone, purpose, attitude | 6 | Multiple Choice | 10 |
| | understanding implicit information | 1,7 | Multiple Choice | 10 |
| | understanding explicit information | 3,5 | Multiple Choice | 10 |
| Total : | | | 10 x 10 = 100 | |

3. **Media**

There are so many media can be used to support the data collection process. The researcher use media as follows:

a. **Handphone**

The students in experimental class use their phone as a media to record while their read a text by using speed reading technique. So, the researcher can easier to count how many words they read in one minute.

b. **Camera**

The researcher uses camera as a tool in documenting students' learning activity in the classroom.

c. **WhatsApp**

WhatsApp is the name of a mobile messaging app for Android, iPhone, and Windows PCs. WhatsApp lets users make free voice calls, face-to-face video calls or text. So, the researcher asks the students in experimental class to make a WhatsApp group, and then they will send their recording to that group so that the researcher can easier to get the data.

D. **The Technique of Data Collection**

In this research, test was used to collect the data. The students practice speed reading with the reading time and students doing the task of comprehension question after finishing practice speed reading. When the researcher gathered the data from speed

reading, the researcher ask the students to record while they are reading. Students practice speed reading for one minute and after it, the researcher gathered the result by WPM (word per minute). For gathering the data, the researcher will see the effect of speed reading in WPM and compare to the student's score in the test. The test is divided into pre-test and post-test. The test is used to compare the students' reading ability in comprehending a text in pre-test and post-test.

**1. Pre-test**

Pre-test will be conducted to find out the result before the writer gives a treatment. The writer gives Pre-test to both classes.

**2. Treatment**

The treatment is conducted before the post test. The writer gives the treatment by using Speed Reading Technique to teach reading in the experimental group, and the writer uses conventional method to teaching the control group. The reading material is about Descriptive text.

**Table 6. The activity of Teacher and Students in Experimental Group**

| No | Teachers' activity | Students' activity |
|---|---|---|
| 1. | - Teacher shows an example of descriptive text.<br>- Teacher explains about Descriptive text (Definition, Social function, Generic structure, and Language features) from the book.<br>- Teacher explains speed reading technique that helps the students comprehend a text quickly.<br>- Teacher gives a descriptive text and ask the students to practice speed reading technique while reading. | - Students pay to teacher's explanation.<br>- Read the text and make notes of (Definition, Social function, Generic structure, and Language features).<br>- Students pay attention to the teacher.<br>- Students practice speed reading technique. |
| 2. | - Teacher gives the post-test to answer the questions based on given topic.<br>- Teacher ask the students to collect their task. | - Students do the post-test based on given topic.<br>- Students deliver their works. |

**Table 7. The activity of Teacher and Students in Control Group**

| No | Teachers' activity | Students' activity |
|---|---|---|
| 1. | - Teacher shows an example of descriptive text.<br>- Teacher explains about Descriptive text (Definition, Social function, Generic structure, and Language features) from the book.<br>- Teacher gives a Descriptive text.<br>- Teacher asks the students to read it. | - Students pay to teacher's explanation.<br>- Students read a text given by the teacher. |
| 2. | - Teacher gives the post-test to answer the questions based on given topic.<br>- Teacher ask the students to collect their writing. | - Students do the post-test by answer the questions based on given topic.<br>- Students deliver their works. |

**3. Post-test**

Post-test is a test conducted after conducting the treatment. After explaining the material, both of the groups are given the same test. This is used to know the effect of Speed Reading Technique to the student's reading ability in comprehending a text and the effect of student's reading ability in comprehending a text without using Speed Reading Technique.

**E.    Scoring the Test**

**1. Testing Speed-reading**

This test used to measures how many words that read by the readers. Formula to get result from speed reading test is:

$$\frac{\text{The number of words in the text}}{\text{The number of second required to read the text}} \times 60 = \text{Words per Minute (WPM)}$$

(Buzan, 1972:26)

**2. Testing Reading Comprehension**

Testing reading comprehension used to measure the whole comprehension got by the reader after reading the text and answering some questions related to the text.

$$\text{Students' score} = \frac{AcceptedScore}{MaximalScore} \times 100$$

(Arikunto, 2009 :236)

**F.    Technique of Data Analysis**

This is an important part in the research method. The data of the pre and post test are analyzed using statistical analysis to find out whether the students' reading ability in

493

comprehending a text that are taught using Speed reading technique is effective or not. After the researcher collects the data, and then the researcher analyzes the data by following steps:

1. Calculating mean score of each group

$$\bar{X} = \frac{\Sigma fx}{N}$$

| | |
|---|---|
| $\bar{X}$ | = the average score |
| $\Sigma fx$ | = sum of the raw score |
| N | = number of students |

(Hatch & Farhady, 1982:59)

2. Calculating standard deviation of each group

$$S = \frac{\sqrt{\Sigma d^2}}{N-1}$$

| | |
|---|---|
| S | = standard deviation |
| $\Sigma d^2$ | = sum of mean deviation |
| N | = number of students |
| 1 | = constant number |

(Hatch & Farhady, 1982:59)

3. Calculating standard error of difference of mean

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)}$$

| | |
|---|---|
| $SE\,(\chi e - \chi c)$ | = standard error |
| se | = standard deviation of experimental |
| sc | = standard deviation of control |
| N1 | = number of students of experimental |
| N2 | = number of students of control |

(Hatch & Farhady, 1982:112)

4. Testing Hypothesis

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\,(\chi e - \chi c)}$$

| | |
|---|---|
| $\bar{X}e$ | = Mean of Post Test in Experimental |
| $\bar{X}c$ | = Mean of Post Test in Control |
| $SE\,(\chi e - \chi c)$ | = standard error |

(Hatch & Farhady, 1982:111)

**Result and Discussion**

After analyzing the data, the research findings are obtained as follow: There is a significant effect of using Speed Reading Techniqueon the grade ten students' reading comprehension ability at SMA Negeri 4 Pematangsiantar. The difference or the improvement as the whole students got in post test from control to experimental group is 120 or 3,75 point in average. The total sum squares of the respondents at the time of administering the post test in experimental group is 2287,5 points where its standard deviation is 8,59. Meanwhile, the total sum squares of the respondents at the time of

administering the post test in control group is 1387,5points where its standard deviation is 6,69. Testing hypothesis showed that t-test (1,96) is higher than t-table (1,67) at level of significance 5% for two tailed test.

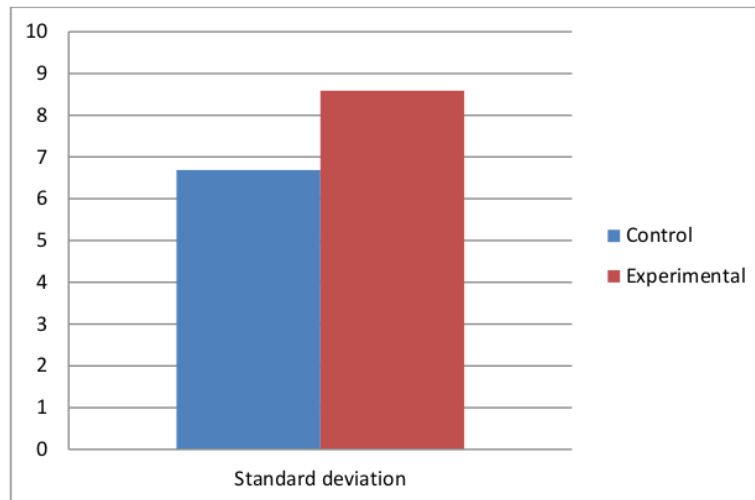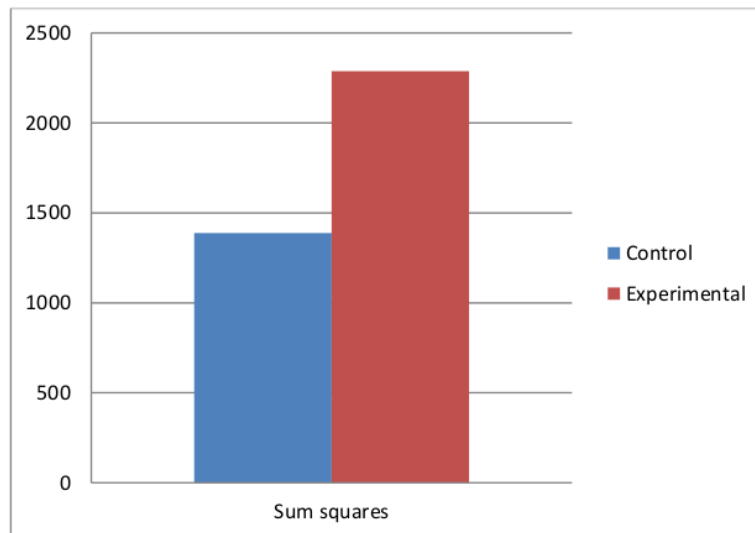**Chart 1. Comparison of Standard Deviation of both Experimental and Control Group**



**Chart 2. Comparison of Sum Squares of both Experimental and Control Group**

## Discussion

After analyzing the data and had the findings above, here, the researchers would like to discuss some discussion related to the results of this research. The results of this study found that there is a significant difference in students' reading comprehension ability between the students who were taught using Speed Reading Technique and the students who were taught without using Speed Reading Technique. The finding of the research indicates that the students taught using Speed Reading Technique have better achievement on their ability in comprehending a text especially in Descriptive Text than those who taught without using Speed Reading Technique. The results above show that using speed reading was able to improve students' ability in reading comprehension. These results were similar to other researcher's result, Martiarini (2013), in her research entitled "The Effects of Speed Reading Method upon Students' Reading Comprehension". The scores at data set show that the whole result indicates that experiment class is higher than the control one. From the hypothesis testing, it is obtained that t-observed is 3,18, t-table 1,67 at significance grade 5% ($\alpha = 0,05$) by (df) degree of freedom (nA+nB-2). Therefore, t-observed > t-table, Ho is rejected and Ha is accepted. Generally it strengthens and proves that there is effect of speed reading method upon students' reading comprehension at second grade of SMA PGRI 56 Ciputat Tangerang. Other similarities between Martiarini and this research were the research design conducted in experimental quantitative research. The differences between both researches were on the theories used. Martiarini used theories by Nurhadi (1987) and Soedarso (1999) for Speed Reading theories to conduct the research, meanwhile this research used combination theories not only by Nurhadi, but also some theories such as Feldman (2013), Nation (2005), Spargo and Willingston, (1980) and Rizkoh, Ohoiwutun, and Thamrin (2014:2). At last, these two researches proved that the use of speed reading can improve students' ability in reading comprehension.

## Conclusion

After analyzing the data presented in the previous chapter, it is found out that using speed reading technique to the students' reading ability in comprehending a text at grade tenth students of SMA Negeri 4 Pematangsiantar. It can be seen from the result showed that the value of t-test is higher than value of t-table. (1,96> 1,67 ($\alpha = 0.05$)) with the degree of freedom (df) = 62. Based on the data analysis of the research, the result indicates

that the alternative hypothesis (Ha) was accepted. It means that there is the significant effect of using speed reading technique to the students' reading ability in comprehending a text. Related to the conclusion, the researcher would like to recommend to English teacher to consider to use speed reading technique to improve students' reading comprehension because it will be possible to guide the students because it will be possible to guide the students in increasing their comprehension about descriptive text. The use of speed reading technique significantly affects the students' reading comprehension achievement especially in descriptive text. The success in teaching does not depend on the lesson program only, but more important is how the teacher present the lesson and uses various method to manage the class more lively and enjoyable.

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