DIJEMSS:
Dinasti International Journal of Education Management and Social Science
E-ISSN: 2686-6331
P-ISSN: 2686-6358
https://dinastipub.org/DIJEMSS dinasti.info@gmail.com +62 811 7404 455
DINASTI PUBLISHER

DOI: https://doi.org/10.38035/dijemss.v7i3

The Effect of YouTube Educational Videos on Reading Comprehension in EFL Classroom

Yurni Prawita[1], Juhana[2], Milawati[3]
[1]Universitas Terbuka, Bengkulu, Indonesia, yurniprawita00@gmail.com
[2]Universitas Terbuka, Tanggerang Selatan, Indonesia, juhana@ecampus.ut.ac.id
[3]Universitas Terbuka, Surabaya, Indonesia, milawati@ecampus.ut.ac.id

Corresponding Author: yurniprawita00@gmail.com[1]

Abstract: This study examines the effect of YouTube educational videos on students' reading comprehension in an EFL classroom. A quantitative quasi-experimental design was implemented involving 74 twelfth-grade students of SMAN 5 Kaur, divided into an experimental class and a control class. The experimental group received reading instruction supported by YouTube educational videos, while the control group was taught through conventional methods. Reading comprehension tests were administered as pre-tests and post-tests to measure improvement. The results showed that the experimental group achieved a significant increase in reading comprehension scores from 62.97 to 91.08, whereas the control group improved from 60.54 to 75.14. The Wilcoxon test further confirmed a significant difference in post-test scores between both groups ($p = 0.000$), indicating that the use of YouTube educational videos had a more substantial impact than traditional teaching. These findings suggest that video-based learning enhances students' understanding by providing visual support, clearer explanations, and increased engagement during reading activities.

Keywords: Youtube Educational Videos, Reading Comprehension, EFL Classroom

INTRODUCTION

In English as a Foreign Language (EFL) education context, reading comprehension has important role in language development. However, students in EFL classrooms often face challenges in understanding and engaging with texts, which makes reading interesting. Thus, reading is not merely the act of recognising letters that form words, sentences, paragraphs, or texts; rather, it involves grasping the deeper meaning of written symbols so that readers can fully understand the message intended by the author (Sulan, 2022). Similarly, Rombot (2020) explains that reading is an interactive process in which individuals extract and comprehend the meaning embedded in written content.Butterfuss (2020), states that reading comprehension entails forming a clear mental representation of the information contained in a text. The process of reading involves the interaction of three key elements: the reader, the text, and the activity within a wider sociocultural context. YouTube educational videos, which combine audio, visual, and sometimes interactive elements, have the potential to bridge the gap between passive and active learning, especially in reading. Beheshti et al. (2018) state that video has become an

essential element in education today, functioning both as a supporting tool in conventional classroom settings and as a central medium for delivering content in online learning. Video is also widely used as a core component in blended learning environments. Kim (2019) points out that YouTube videos play a highly significant role. YouTube (http://www.youtube.com) is a platform designed for watching, uploading, sharing, and interacting with video content through comments. This is directly proportional to the lack of reading comprehension among students at SMAN 5 Kaur, where the researchers will conduct their research. According to Prayuda (2023) states that reading comprehension is a complex cognitive process involving multiple components that must function simultaneously and often automatically. Through proficient reading comprehension, students develop higher-order thinking skills that are vital for interpreting complex ideas in disciplines like literature, science, and history (Juhana, 2025). Consistent with this view, Natasya (2022) explains that comprehension involves interpreting and creating meaning from words, sentences, and paragraphs. To achieve this, readers draw upon their background knowledge, vocabulary mastery, understanding of grammar, familiarity with text types, and a range of reading strategies to make sense of written information. Mujani (2022) states that reading comprehension is the capability of readers to understand and interpret the meaning communicated through a written text. Syafitri (2019) notes that studying English as a foreign language should now be regarded as a regular, ongoing activity for learners.

Mohammadian (2018) points out that a key benefit of using video materials is their capacity to deliver information that might be challenging to present in conventional classroom settings because of constraints like space, distance, or expense. Alharthi (2024) explains that using YouTube as a learning resource both inside and outside the classroom is an effective strategy for improving language skills, particularly listening, speaking, and pronunciation. In addition, the platform can also play a role in enhancing students' reading and writing abilities. According to Mohammad and Boushehry (2023), videos are viewed as practical and effective instructional materials because most students already have access to video players at home, and their use has become increasingly widespread in classroom settings. They have become an essential resource for students across all subjects, especially in learning a language. YouTube is one of the social media and internet-based learning resources that can be integrated in learning that is sometimes considered difficult by students because of the burden of reading (Gracella and Rahman Nur 2020). In line with Boniface (2024), YouTube offers a meaningful benefit by enabling self-directed learning that adapts to each learner's pace. Students have the flexibility to stop, replay, and revisit videos as frequently as necessary before moving forward to the next lesson, which helps them achieve a more comprehensive understanding of the content. Others research about using YouTube educational videos can help support reading comprehension for a foreign language. Like a similar study conducted by Febri Angga Wahyuni was published in 2023 with the title "The Effect of Using YouTube Videos on Students' Reading Comprehension of Descriptive Texts at The Tenth Grade of SMAN 2 Tambang". It can be concluded from the test, which consists of 20 items, the result of data analysis was based on which had been identified after using YouTube videos could improve students'" reading of descriptive text with the percentage coefficient effect was 42%. Other research by Na-Young Kim was published in 2019 with title "A Study on YouTube Video-Watching Activities and Their Effects on Improving English Reading Comprehension Skills. It concludes in an effort to explore the effects of YouTube video-watching activities on Korean college students' English reading comprehension skills. Participants in all three experimental groups significantly improved their English reading comprehension skills, indicating the beneficial effects of YouTube video-watching activities. In addition, earlier studies have predominantly focused on conventional text-based learning approaches, whereas the potential of widely accessible platforms such as YouTube to enhance reading generally. Puspitarini and Nuraeni (2019) report that the social media platforms most favored by Indonesians today include YouTube, Facebook, Instagram, and Twitter. Supporting this view, Masnawati (2024) notes that YouTube, as one of the most

dominant platforms, has transformed traditional learning approaches. What was once merely a site for sharing videos has now grown into an important educational medium that offers learning materials that are not only informative but also interactive. Furthermore, Cholik, Umaroh, and Rijanto (2023) highlight that YouTube is now widely used by both teachers and students to support and improve the learning process.

To address this research gap, the present study aims to quantitatively analyze the impact of YouTube educational videos on two key components of reading literacy in EFL settings. This study will address the following key research questions How does the use of YouTube educational videos influence students' reading comprehension in EFL classroom? And the purpose of the study to confirm the effect of using YouTube educational videos on students' reading skills in EFL classrooms. For this reason, the researcher chose to carry out a study entitled *"The Effect of YouTube Educational Videos on Reading Comprehension in EFL Classrooms among Twelfth-Grade Students of SMAN 5 Kaur, Bengkulu Province."*

Research Design

This research applies a quantitative approach with a quasi-experimental design to investigate the influence of YouTube educational videos on students' comprehension in EFL learning. Two groups of twelfth-grade students are designated as the experimental and control classes. The experimental group is instructed using YouTube-based educational videos, whereas the control group receives lessons through traditional teaching methods. The quasi-experimental design is utilized to approximate the advantages of a true experimental design as closely as possible.

Population and Sample

The population of this study comprises all twelfth-grade students of SMAN 5 Kaur in the 2025/2026 academic year, totalling 222 learners. The sampling method applied is cluster random sampling, resulting in a sample of 74 students drawn from classes XII A1 and XII B1. The researcher selected this sample because the students had been learning English from the first to the fourth semester and were treated as a single group. Their average report card scores were relatively similar according to school records, which helps reduce major differences in their cognitive abilities. In this context, each class is regarded as a group unit. Cluster random sampling was applied to ensure that every student had an equal opportunity to be included in the sample during the semester.

Research Instrument

The instruments utilised in this study include a Reading Comprehension Test consisting of multiple-choice and short-answer items designed to evaluate students' reading proficiency. The test measures several aspects, such as identifying the main idea, recognising and describing characters, understanding cause-and-effect relationships, analysing text structure, determining moral values or messages, and interpreting references and sentence meaning. The assessment was administered twice (pre-test and post-test), as well as during treatment 1 and treatment 2, for both the experimental and control groups in order to compare improvements in students' reading performance. This instrument corresponds to the Reading Comprehension variable, defined as students' ability to understand, interpret, and make judgments about the content of English texts. The indicators assessed include understanding of text content, which covers the main idea, character elements, cause-and-effect relations, text structure, moral value, and reference and sentence interpretation.

Procedure Collecting Data

A reading comprehension pre-test is given to both the experimental and control groups at the start. During the treatment phase, the experimental class receives instruction supported by

YouTube educational videos, whereas the control class is taught through conventional teaching strategies. A reading comprehension test is administered for treatment 1 (multiple choice) and treatment 2 (essay) to both groups. After all treatments are completed, a reading comprehension post-test is administered to each group. The collected test scores from the pre-test and post-test are then compared to determine the improvement in students' reading abilities.

Data Analysis

The reading comprehension tests will be examined using inferential statistical analysis, namely the Paired Sample t-test and the Independent Sample t-test. If the required assumptions are violated, non-parametric alternatives will be applied. In addition, effect size calculations will be conducted to identify the extent of the improvement.

RESULTS AND DISCUSSION

Data were obtained from the pre-test and post-test administered to both the experimental and control groups. Students completed a pre-test before receiving the treatment, and after the treatment session was delivered, they were given a post-test. The setting of this research was SMA Negeri 5 Kaur, situated in Suka Menanti Village, Maje District, Kaur Regency, Bengkulu Province, Indonesia. The school is categorised as being in a rural area. The study involved two classes: an experimental group and a control group, each comprising 37 students.

Test Analysis Result

This descriptive analysis is used to provide an overview of each group, namely the experimental and control groups, both in the pre-test and post-test:

Table 1 Reading Comprehension (Experiment)

READING COMPREHENSION (EXPERIMENT)	AVERAGE
PRE-TEST	62,97
POST-TEST	91,08

Source: Data Processing (2025)

Table 1 show that the average reading comprehension score of the experimental class in the pre-test group was 62.97 and in the post-test group was 91.08.

Table 2 Reading Comprehension (Control)

READING COMPREHENSION (CONTROL)	AVERAGE
PRE-TEST	60,54
POST-TEST	75,14

Source: Data Processing (2025)

Table 2 show that the average reading comprehension score of the control class in the pre-test group was 60.54 and in the post-test group was 75.14.

Table 3 Reading Comprehension (Pre-Test)

READING COMPREHENSION (PRE-TEST)	AVERAGE
EXPERIMENT	62,97
CONTROL	60,54

Source: Data Processing (2025)

Table 3 show that the average reading comprehension score for the pre-test group in the experimental class was 62.97 and for the control class it was 60.54.

Table 4 Reading Comprehension (Post-Test)

READING COMPREHENSION (POST-TEST)	AVERAGE
EXPERIMENT	91,08
CONTROL	75,14

Source: Data Processing (2025)

Table 4 show that the average reading comprehension score of the post-test group in the experimental class was 91.08 and, in the control, class was 75.14.

Comparison Test
Comparison of Reading Comprehension Pre-Test Vs Post Test (Experiment).

Normality Test

Before carrying out the comparison analysis, a normality test is conducted to identify whether the data follow a normal distribution. If the data are normally distributed, parametric tests are applied; however, if they are not normally distributed, non-parametric tests are used. The Shapiro–Wilk test was employed to examine normality because the sample size in each data group was fewer than 50 participants ($n < 50$). The results of the normality test are presented below:

Table 5 Results of Data Normality Test

Group	Statistic	n	Sig.	α = 5%	Conclusion
Pre-test	0,908	37	0,005	0,05	Not Normally Distributed
Post-test	0,764	37	0,000	0,05	Not Normally Distributed

Based on the normality test results, the p-value for the pre-test was 0.005 and for the post-test was 0.000. Since both p-values are lower than the significance level $\alpha = 5\%$ (0.005 and $0.000 < 0.05$), it can be concluded that the pre-test and post-test data are not normally distributed.

Homogeneity Test

The homogeneity test is conducted to determine whether the variances between groups are equal. The results of the homogeneity analysis are shown below:

Table 6 Homogeneity Test Results

Group	Sig.	α = 5%	Conclusion
Pre-test	0,317	0,05	Homogeneous

From the homogeneity test results, the p-value obtained was 0.317. Since this value is higher than the significance level α = 5% or 0.05 (0.317 > 0.05), it can be concluded that the pre-test and post-test data have equal variances (are homogeneous). Because the data were not normally distributed, although homogeneous, further analysis was carried out using a non-parametric statistical method, specifically the Wilcoxon test.

Wilcoxon Test

Based on the Wilcoxon test results, the comparison of Reading Comprehension (Experimental class) between the pre-test and post-test was as follows:

Table 7 Wilcoxon Test Results

Group	Sig.	α = 5%	Conclusion
Pre-test dan Post-test	0,000	0,05	There is a significant difference

Referring to Table 4.12, the p-value obtained is 0.000. When compared to the significance level α = 5% or 0.05, the p-value is smaller (0.000 < 0.05), which indicates that H_0 is rejected. This means that there is a significant difference in the reading comprehension scores of the experimental group between the pre-test and post-test.

Comparison of Reading Comprehension Pre-Test vs. Post-Test (Control)

Normality Test

The following are the results of the data normality test:

Table 8 Results of the Data Normality Test

Group	Statistic	n	Sig.	α = 5%	Conclusion
Pre-test	0,910	37	0,006	0,05	Not Normally Distributed
Post-test	0,912	37	0,006	0,05	Not Normally Distributed

Based on the normality test results, the p-value for both the pre-test and post-test was 0.006. Since each of these values is lower than the significance level α = 5% (0.006 < 0.05), it can be concluded that the pre-test and post-test data are not normally distributed.

Homogeneity Test

The purpose of the homogeneity test is to determine whether the variance of the data in each group is equal. The outcomes of the homogeneity analysis are presented below:

Table 9 Results of the Data Homogeneity Test

Group	Sig.	α = 5%	Conclusion
Pre-test	0,030	0,05	Not Homogeneous

Based on the homogeneity test, the p-value obtained was 0.030. Since this value is lower than the significance level α = 5% or 0.05 (0.030 < 0.05), it indicates that the pre-test and post-test data do not have equal variances (they are not homogeneous). Because the data were found to be not normally distributed and not homogeneous, the subsequent analysis was carried out using a non-parametric statistical method—specifically the Wilcoxon test.

Wilcoxon Test

According to the Wilcoxon test results, the comparison of Reading Comprehension scores (Control group) between the pre-test and post-test can be seen as follows:

Table 4.10 Wilcoxon Test Results

Group	Sig.	α = 5%	Conclusion
Pre-test and Post-test	0,000	0,05	There is a significant difference

Referring to Table 4.18, the p-value obtained is 0.000. When compared to the significance level α = 5% or 0.05, the p-value is smaller (0.000 < 0.05), indicating that H_0 is rejected. This shows that there is a significant difference in the reading comprehension scores of the control group between the pre-test and post-test.

Comparison of Reading Comprehension Control vs. Experiment (Pre-Test)

Normality Test

The following are the results of the data normality test:

Table 11 Results of the Data Normality Test

Group	Statistic	n	Sig.	α = 5%	Conclusion
Control	0,908	37	0,005	0,05	Not Normally Distributed
Experiment	0,910	37	0,006	0,05	Not Normally Distributed

Based on the normality test results, the p-value for the control group was 0.005 and for the experimental group was 0.006. Since both values are below the significance level α = 5% (0.005 and 0.006 < 0.05), it can be concluded that the data for the control and experimental groups are not normally distributed.

Homogeneity Test

The homogeneity test aims to determine whether the variances of the data are equal across groups. The outcomes of the homogeneity analysis are presented below:

Table 12 Homogeneity Test Results

Group	Sig.	α = 5%	Conclusion
Control	0,477	0,05	Homogenous

From the homogeneity test results, the p-value obtained was 0.477. Since this value is higher than the significance level α = 5% or 0.05 (0.477 > 0.05), it can be concluded that the control and experimental groups have equal variances (are homogeneous). Although the data are homogeneous, they are not normally distributed; therefore, further analysis was carried out using a non-parametric statistical technique, specifically the Wilcoxon test.

Wilcoxon Test

According to the Wilcoxon test results, the comparison of Reading Comprehension (Pre-Test) scores between the control and experimental groups is presented as follows:

Table 13 Wilcoxon Test Results

Group	Sig.	α = 5%	Conclusion
Control and experiment	0,280	0,05	There is no significant difference

Referring to Table 4.24, the p-value obtained is 0.280. When compared to the significance level α = 5% or 0.05, the p-value is greater (0.280 > 0.05), which means that H_0 is accepted. This indicates that there is no significant difference in the reading comprehension (Pre-Test) scores between the control and experimental groups.

Comparison of Reading Comprehension Control vs. Experiment (Post-Test)
Normality Test

The following are the results of the data normality test:

Table 14 Results of the Data Normality Test

Group	Statistic	n	Sig.	α = 5%	Conclusion
Control	0,746	37	0,000	0,05	Not Normally Distributed
Experiment	0,912	37	0,006	0,05	Not Normally Distributed

Based on the normality test results, the p-value for the control group was 0.000 and for the experimental group was 0.006. Since both values are below the significance level α = 5% (0.000 and 0.006 < 0.05), it can be concluded that the data from both the control and experimental groups are not normally distributed.

Homogeneity Test

The homogeneity test is conducted to determine whether the variances of the data between groups are equal. The outcomes of the homogeneity analysis are presented below:

Table 15 Homogeneity Test Results

Group	Sig.	α = 5%	Conclusion
Control	0,432	0,05	Homogenous

Based on the homogeneity test, the p-value obtained was 0.432. Since this value is higher than the significance level α = 5% or 0.05 (0.432 > 0.05), it indicates that the variances of the control and experimental groups are equal (homogeneous). Although the data are homogeneous, they are not normally distributed; therefore, the subsequent analysis was carried out using a non-parametric statistical method, namely the Wilcoxon test.

Wilcoxon Test

According to the Wilcoxon test results, the comparison of Reading Comprehension (Post-Test) scores between the control and experimental groups is shown as follows:

Table 16 Wilcoxon Test Results

Group	Sig.	α = 5%	Conclusion
Control and experiment	0,000	0,05	There is a significant difference

Referring to Table 4.30, the p-value obtained is 0.000. When compared to the significance level α = 5% or 0.05, the p-value is smaller (0.000 < 0.05), which results in the rejection of H_0. This indicates that there is a significant difference in the reading comprehension (Post-Test) scores between the control and experimental groups.

Discussion

Descriptive Discussion of Research Results

Reading Comprehension in the Experimental Class

The descriptive analysis reveals that the average reading comprehension score in the experimental class increased from 62.97 on the pre-test to 91.08 on the post-test. This rise of 28.11 points demonstrates a substantial improvement in students' reading comprehension following the use of YouTube educational videos. The findings suggest that instructional videos offer visual clarity that enhances students' understanding of the reading material, including the storyline, key ideas, and essential details. The visual elements in the videos also help activate learners' background knowledge, enabling them to grasp the content more thoroughly. These results are in line with Agung (2021), who explains that instructional videos should be adapted to learners' age and psychological development. Teachers can incorporate a variety of multimedia formats, such as pictures, animations, audio, and video, to support the teaching process. Well-developed video resources available on YouTube can be downloaded and effectively used by teachers to enrich classroom learning.

'Reading Comprehension in the Control Class

In the control class, the average reading comprehension score rose from 60.54 on the pre-test to 75.14 on the post-test, indicating an improvement of 14.6 points. Although progress was made, the increase was considerably smaller than that observed in the experimental class. This improvement is likely a result of the conventional learning approach, which still provides students with practice exercises and material explanations, but does not offer visual media or additional contextual support like video-based instruction does. These findings imply that traditional teaching methods are capable of enhancing reading comprehension, yet they are not as effective as using YouTube-based learning resources.

Comparison of Experimental and Control Classes

Comparison of Reading Comprehension Pre-Test

The Wilcoxon test revealed that there was no significant difference between the experimental and control groups on the reading comprehension pre-test (p = 0.280). This indicates that both groups started with relatively similar levels of ability. Consequently, any improvement observed in the post-test is likely the result of the treatment (the use of YouTube instructional videos), rather than differences in initial competencies.

Comparison of Reading Comprehension Post-Test

The Wilcoxon test demonstrated a significant difference between the experimental and control groups in the post-test results (p = 0.000). The experimental group achieved a much higher mean score (91.08) compared to the control group (75.14). These outcomes suggest that the implementation of YouTube educational videos has a direct positive impact on students' reading comprehension by providing: visual reinforcement of storylines, sequences, and unfamiliar vocabulary, clearer and more accessible explanations, and increased attention and engagement during the learning process.

This corresponds with earlier studies showing that video media can enhance reading comprehension because it assists learners in forming more vivid mental representations of the text.

CONCLUSION

Based on the data analysis presented in the previous chapter, the following conclusions that: There is a significant difference between the experimental group's reading comprehension scores in the pre-test and post-test. There is a significant difference between the control group's reading comprehension scores in the pre-test and post-test. There is no significant difference in reading comprehension between the control and experimental groups in the pre-test. There is a significant difference in reading comprehension between the control and experimental groups in the post-test.

REFERENCES

Agung, Leo. 2021. "*The Effectiveness of Youtube as an Online Learning Media."* 5(December 2019):152–58.

Alharthi, Asma F. 2024. "The Impact of Using YouTube on EFL Learners at University of Bisha." *Theory and Practice in Language Studies* 14(11):3456–62. doi:10.17507/tpls.1411.14.

Beheshti, Mobina, *Instructional Technology, Ata Taspolat, Instructional Technology, Omer Sami Kaya, Instructional Technology,* Hamza Fatih Sapanca, and Instructional Technology. 2018. "World Journal on Educational Technology : Current Issues." 10(2):79–87.

Boniface, Umoh E. n.d. *YouTube as an Effective Digital Tool for Learning in Emerging Economy: Opportunities and Challenges*.

Butterfuss, Reese, Jasmine Kim, and Panayiota Kendeou. 2020. "Reading Comprehension." in *Oxford Research Encyclopedia of Education*. Oxford University Press.

Cholik, Mochamad, Susi Tri Umaroh, and Tri Rijanto. 2023. "Jurnal Pendidikan Teknologi Dan Kejuruan." 29(1):86–97.

Febri Angga Wahyuni, BY. n.d. *THE EFFECT OF USING YOUTUBE VIDEOS ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXTS AT THE TENTH GRADE OF SMAN 2 TAMBANG*.

Gracella, Jessy, and Dedi Rahman Nur. 2020. "Students' Perception of English Learning through YouTube Application." *Borneo Educational Journal (Borju)* 2(1):20–35. doi:10.24903/bej.v2i1.623.

Juhana, Juhana. 2025. "Insights into Reading Comprehension: A Qualitative Exploration of STAD and CIRC Learning Models among Students." *Scope : Journal of English Language Teaching* 9(2):912. doi:10.30998/scope.v9i2.26461.

Kim, Na-Young. 2019. "A Study on Youtube Video-Watching Activities and Their Effects on Improving English Reading Comprehension Skills." *Journal of Digital Convergence* 17(6):1–9. doi:10.14400/JDC.2019.17.6.001.

Masnawati, E. L. I. 2024. "M i n D." 4(2):81–87.

Mohammad, Mona, and Heyam Reda Boushehry. 2023. "The Influence of Using Video Media on Basic Movement Skills in Kindergarten." *Education and Information Technologies* 28(8):9635–54. doi:10.1007/s10639-022-11511-9.

Mohammadian, Amir, Amin Saed, and Younes Shahi. 2018. "The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Intermediate EFL Learners." *Advances in Language and Literary Studies* 9(2):17. doi:10.7575/aiac.alls.v.9n.2p.17.

Mujani, Sahril, Ahmad Sofyan, and Fahriany Fahriany. 2022. "Relationship Among Reading Interest, Grammar Knowledge, and Reading Comprehension of Narrative Text." *Jurnal Basis* 9(2):313–24. doi:10.33884/basisupb.v9i2.6374.

Natasya, Nabilah, Tahrun Tahrun, and Hanni Yukamana. 2022. "The Influence of Extensive Reading Strategy and Reading Interest Toward Studentsâ€™ Reading Comprehension of Eleventh Grade Students of Sman 1 Tulung Selapan." *Esteem Journal of English*

Education Study Programme 5(2):200–207. doi:10.31851/esteem.v5i2.8540.

Puspitarini, Dinda Sekar, and Reni Nuraeni. 2019. "PEMANFAATAN MEDIA SOSIAL SEBAGAI MEDIA PROMOSI (Studi Deskriptif Pada Happy Go Lucky House)." 3.

Prayuda, Meikardo Samuel. n.d. "JOLADU : Jurnal Of Language and Education *THE EFFECT OF INTENSIVE READING STRATEGY ON STUDENTS' READING COMPREHENSION."*

Rombot, Olifia, Endry Boeriswati, and M. Atwi Suparman. 2020. "Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning." *Al Ibtida: Jurnal Pendidikan Guru MI* 7(1):56. doi:10.24235/al.ibtida.snj.v7i1.6045.

Sulan, 2022. n.d.

Syafitri, Nining. 2019. "Correlation Between Students' Reading Habit and Reading Comprehension in English As a Foreign Language." *English Education Journal* 91–98. doi:10.55340/e2j.v5i2.277.