Effectiveness of the Teaching Strategies and Pronunciation in Improving Students' Reading Comprehension Skills

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Abstract: In this study, the researcher used quantitative approach with quasi-experimental method using 2x3 factorial design. The population in this study was class XI of SMAN 4 Kota Serang which amounted to 565 students with samples selected by random sampling which amounted to 90 students, namely class XI MIA 1 and XI MIA 2. The instruments used were pre-test and post-test with the form of 20 multiple choice questions and 5 essays to assess students' pronunciation as a comparison (B) in a 2x3 factorial design. For data collection techniques in this study using pre-test and post-test. Meanwhile, for the data analysis used in this research is the normality test, homogeneity test, descriptive statitistics, two-way ANOVA, and tukey test. The results showed a significant difference between the post-test of the experimental group and the control group. The F_0 value is 3.397 and Sig. is $0.038 < 0.05$. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. That is, there is an interaction between teaching strategies and pronunciation levels in the skill of improving students' reading comprehension.

Keywords: Teaching Strategies; SQ3R Method; Infographic Media; Pronunciation; Reading Comprehension

Efektivitas Strategi Pembelajaran dan Pronunciation dalam Meningkatkan Kemampuan Pemahaman Membaca Peserta Didik

Abstrak: *Dalam penelitian ini peneliti menggunakan pendekatan kuantitatif dengan metode kuasi eksperimental menggunakan desain faktorial 2x3. Populasi dalam penelitian ini adalah kelas XI SMAN 4 Kota Serang yang berjumlah 565 siswa dengan sampel yang dipilih secara random sampling yang berjumlah 90 siswa, yaitu kelas XI MIA 1 dan XI MIA 2. Instrumen yang digunakan adalah pre-test dan post-test dengan bentuk 20 soal pilihan ganda dan 5 esai untuk menilai pronunciation siswa sebagai pembanding (B) dalam desain faktorial 2x3. Untuk teknik pengumpulan data pada penelitian ini menggunakan pre-test dan post-test. Sementara, analisis data yang digunakan dalam penelitian ini adaah test normalitas, tes homogenitas, statistik deskriptif, ANOVA dua arah, dan test tukey. Hasilnya menunjukkan perbedaan yang signifikan antara post-test kelompok eksperimen dan kelompok kontrol. Nilai F_0 sebesar 3.397 dan Sig. sebesar $0.038 < 0.05$. Dengan demikian, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Artinya, terdapat interaksi antara metode pembelajaran SQ3R dan infografis dan level pronunciation dalam keterampilan meningkatkan pemahaman membaca peserta didik.*

Kata Kunci*: Strategi Pembelajaran; Metode SQ3R; Media Infografis; Pronunciation; Pemahaman.*

1. Introduction

Teaching English has numerous challenges, since students sometimes struggle to acquire and fully grasp the language (Aminah et al., 2021). Consequently, while acquiring the language, students frequently express dissatisfaction with feeling fatigued from studying English. In order to address challenges in English instruction, educators should embrace a dynamic teaching approach and prioritize the implementation of distinctive English teaching tactics (Latipah et al., 2023). To accommodate the varying degrees of proficiency in each class, teachers must employ effective tactics that facilitate students'

acquisition of the subject matter. Teachers must demonstrate creativity in selecting instructional materials and possess the ability to foster student engagement and enthusiasm (Lestari et al., 2019). Thus, the instructor must employ many tactics to effectively manage the teaching and learning process. Strategies have the potential to enhance the process of learning by making it more efficient, marginally expedited, enjoyable, self-guided, highly productive, and flexible in accommodating various circumstances (Dewi et al., 2022).

Ragin et al. (2020) define teaching strategy as a distinctive method or approach employed by

instructors to effectively manage students, materials, methods, media, equipment, and time in order to facilitate a seamless learning process. Teaching strategies are deliberate and methodical patterns or sequences employed by the teacher to facilitate a smooth learning process (Jovanovic et al., 2017). Implementing an effective learning methodology that can enhance the learning process (Cleveland et al., 2017). Mulyanti et al. (2021) have emphasized the necessity for educators to employ methods or tactics in their teaching. The incorporation of media is necessary to enhance the caliber of education (Dharmayanti & Oktarika, 2019). The use of technology-based media is crucial for complementing traditional methods (Zamani & Nurcahyo, 2016).

The researcher discovered that the pupils at SMAN 4 Kota Serang have a deficiency in comprehending the textual material. A significant number of students struggle to comprehend the entirety of the reading material. Prior to commencing the instructional procedure, the educator designates a written material to be perused and evaluates the students' understanding of the text. Several students lack comprehension and remain unresponsive to the supplied questions, resulting in a sense of boredom during the learning process.

The aforementioned issues necessitate the deployment of effective teacher practices in the instruction of reading. According to Syukri & Karmini (2022), reading instruction strategies refer to deliberate methods employed by proficient readers to comprehend the text. In order to comprehend the information presented in the text, it is necessary for the teachers to furnish the suitable ways for reading the material (Nurdianingsih, 2021). Based on the teaching strategy explanation, the researcher conducted an initial interview with the English teachers at SMAN 4 Kota Serang. The findings revealed several issues encountered by the teachers. Despite utilizing a variety of teaching strategies for reading, the primary challenge they faced was that students occasionally achieved high scores without fully comprehending the proper approach to reading. Many pupils were unable to comprehend the structure and content of the reading text, resulting in their inability to understand it. Meanwhile, studies have determined through direct interviews with students that their difficulties in learning to read stem from their inability to comprehend the text, insufficient reading practice, and the conventional methods employed by teachers to teach reading. The primary factor identified in this study is the students' insufficient

comprehension of the subject matter and their lack of enthusiasm in delivering it. Consequently, students face difficulties in comprehending the reading material adequately and struggle to articulate their findings using appropriate and accurate language (Amiruddin, 2022). This occurs as a result of the educational medium that solely relies on the LKS book as a manual and the exclusive source of instructional content for students throughout every learning session. Hence, academics are intrigued by the prospect of conducting research to enhance students' reading comprehension and determine the most appropriate learning tactics to employ.

The methods and media that researchers will use are the SQ3R method and infographic media. This is because the SQ3R method is a reading method that consists of several steps of reading that can direct and facilitate students to understand the reading text. According to Nuryani et al. (2022) that the SQ3R method is a systematic way to read that Survey, Question, Read, Recite, and Review. The technique of this method is to understand and learn as much as possible and in a logical way. The goal of the SQ3R method is to find the most important points and details that support the main idea, so that the reader can remember them for longer (Nabilla & Asmara, 2022). Based on several previous studies, it is stated that the use of the SQ3R method in improving reading skills produces affective results and there are positive changes (Rusbaena, 2022); (Erdawati, 2022). In addition to the use of the SQ3R method, the utilisation of infographics has been identified as a viable approach to enhance students' reading comprehension skills (Dewi et al., 2022).

Upon the establishment of the problem formulation: 1) What was the difference in using SQ3R method and pronunciation levels on students' reading comprehension skills? 2) What was the difference in using infographic media and pronunciation levels on students' reading comprehension skills? 3) What were the interaction between teaching strategy and pronunciation on students' reading comprehension skills?

2. Research Methodology

This research use quasi-experimental method is used in this research, which is quantitative in nature. According to Ozyurt et al. (2021) to address questions about the program's effectiveness and effects, the quasi-experimental approach is extremely useful. The research methodology employed in this study is a factorial design, which is characterised by the inclusion of independent factors, mode variables, dependent

variables, and moderator variables. According to Saragih (2017) this research can be classified as a non-equivalent control group design with a factorial design, especially a 2x3 factorial design as in table 1 below.

Table 1. Factorial Design 2x3

Teaching Strategies (A)	Pronunciation (B)		
	High (B1)	Moderate (B2)	Low (B3)
SQ3R Method (A1)	A1B1	A1B2	A1B3
Infographic Media (A2)	A2B1	A2B2	A2B3

Note :

A	:	Teaching strategies
A1	:	SQ3R Method
A2	:	Infographic Media
B	:	Pronunciation
B1	:	High
B2	:	Moderate
B3	:	Low
A1B1	:	The group of students with high pronunciation taught using SQ3R method.
A1B2	:	The group of students with moderate pronunciation taught using SQ3R method.
A1B3	:	The group of students with low pronunciation taught using SQ3R method.
A2B1	:	The group of students with high pronunciation taught using infographic media.
A2B2	:	The group of students with moderate pronunciation taught using infographic media.
A2B3	:	The group of students with low pronunciation taught using infographic media.

The research sample consisted of students enrolled in class XI at SMA Negeri 4 Kota Serang during the academic year 2023/2024, totaling 565 individuals. The selected sample represents a subset of the larger population that is explicitly targeted for research purposes. The present study employed a random sample technique to choose the individuals for research purposes. Random sampling is a method of sampling that involves the selection of individuals or elements from a population based on chance or probability, without any predetermined criteria or considerations Sugiyon in journal (Ajijah & Selvi, 2021). The methodology of randomly sampling from a population, irrespective of the presence of strata within that population. This method is used because the population is relatively homogenous. The reason the researcher chose the random sampling technique is because each member has the same time, age, lesson, which is placed because it was not a placement test. Thus, random sampling is the right way to get a representative sample. Then, the researcher used a trick to take samples using the Spin the Wheel application for a random sampling of the draw.

The samples in this study are: 1) XI MIA 1 students at SMA Negeri 4 Kota Serang. This class is an experimental group with a total of 45 students. 2) XI MIA 2 students at SMA Negeri 4 Kota Serang. This class is a control group with a total of 45 students.

The data analysis commences with the presentation of descriptive statistical analysis, as informed by the difficulties and hypotheses posited in this study. The data set includes the mean score, standard deviation, minimum score, and highest score. The research employed inferential statistics, namely the Two-Way ANOVA 2 x 3 factorial design and the Tukey test, to analyse the hypotheses. The present study conducted a test analysis to assess the efficacy of a certain instructional style and its impact on student engagement, specifically in the context of reading comprehension skills. Prior to undergoing processing, all data that had been confirmed met the necessary conditions of normality and homogeneity.

3. Findings and Discussion

To investigate the relationship between the SQ3R method and infographic media in connection to students' reading comprehension abilities, the researcher conducted a pre-test and post-test assessment. Upon acquiring the data, the researcher proceeds to analyze it using the Statistical Package for the Social Sciences (SPSS). This analysis involves doing a comparison of the post-test outcomes of the SQ3R method and infopgraphic media.
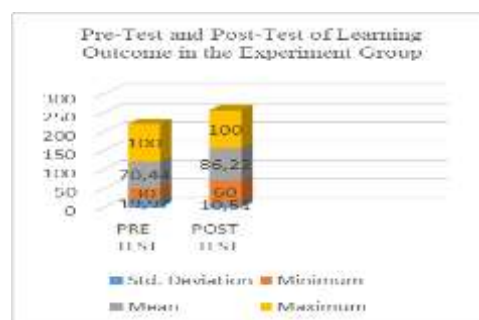

Figure 1. Learning Outcomes with SQ3R Method in Reading Comprehension

The graphic representation offered offers a clear depiction of the distribution of scores from the pretest administered to the experimental group. Based on figure 1 above, the minimum recorded score was 30, while the maximum score attained was 100. The group's mean score was determined to be 70.44, accompanied by a standard deviation of 19.97. The post-test values that were acquired exhibited a range spanning from a minimum of 60 to a maximum of 100. The mean value of these post-test data was calculated to be 86.22, with a standard deviation of 10.51.
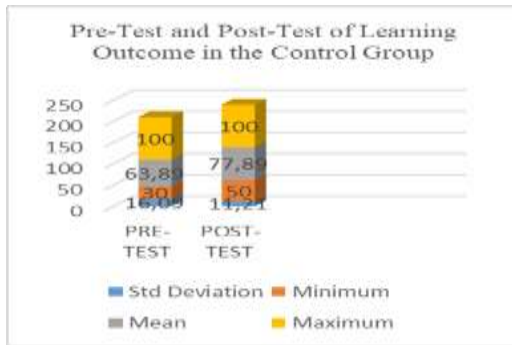
Figure 2. Learning Outcomes with Infographic Media in Reading Comprehension

The figure presented depicts the distribution of scores on the pretest for the experimental group. Based on figure 2 above, the minimum recorded score was 30, while the maximum score

attained was 100. The group's mean score was determined to be 63.89, accompanied by a standard deviation of 16.09. The post-test yielded observed values that exhibited a decrease, with a range spanning from a minimum of 50 to a maximum of 100. The researchers computed the average post-test score to be 77.89, accompanied by a standard deviation of 11.21.

In order to find out the interaction between SQ3R method and infographic media on students' reading comprehension skills, the researcher administer pre-test and post-test. Upon obtaining the data, the researcher proceeds to analyze it utilizing the Statistical Package for the Social Sciences (SPSS), specifically by doing a comparative analysis between the pre-test and post-test outcomes of the SQ3R method and infographic media.

Table 2. Descriptive of Statistic

Pre-test. Dependent Variable: Reading Comprehension Skills				
Teaching Strategies	Pronunciation	Mean	Std. Deviation	N
SQ3R Method	High	65.00	20.310	5
	Moderate	70.21	19.642	24
	Low	72.50	21.292	16
	Total	70.44	19.967	45
Infographic Media	High	70.00	8.660	3
	Moderate	67.31	18.665	13
	Low	61.72	15.427	29
	Total	63.89	16.092	45
Total	High	66.88	16.243	8
	Moderate	69.19	19.095	37
	Low	65.56	18.254	45
	Total	67.17	18.330	90

Post-test. Dependent Variable: Reading Comprehension Skills				
Teaching Strategies	Pronunciation	Mean	Std. Deviation	N
SQ3R Method	High	88.33	9.549	18
	Moderate	80.43	9.524	23
	Low	88.75	11.087	4
	Total	84.33	10.258	45
Infographic Media	High	82.50	7.906	10
	Moderate	78.33	10.284	27
	Low	68.75	14.577	8
	Total	77.56	11.363	45
Total	High	86.25	9.292	28
	Moderate	79.30	9.898	50
	Low	75.42	16.301	12
	Total	80.94	11.290	90

In this research, researchers mainly analyze the effectiveness of the SQ3R method and infographic media in improving students' reading comprehension skills. Researchers also analyze the pronunciation levels on students' reading comprehension skills. Analysis of the effectiveness of the SQ3R method and infographic media in improving students' reading comprehension skills based on table 2 regarding desccriptive statistics above are:

1) The result in the pre-test
In teaching strategy using SQ3R method, there are differences between high, medium, and low scores on students' pronunciation. In the teaching strategy using SQ3R with a high value on the pronunciation of students there are 5 people with a mean value of 65.00. For medium scores on pronunciation of learners there are 24 people with a mean score of 70.21. And for low scores on pronunciation of learners using SQ3R

method there are 16 people with a mean value of 72.50. The total number of learners who improve pronunciation using SQ3R is 45 people with a mean value of 70.44 and std. Deviation 19.967.

In teaching strategy using infographic media, there are differences between high, medium, and low scores on students' pronunciation. In the teaching strategy using infographics with a high value on the pronunciation of students there are 3 people with a mean value of 70.00. For moderate value on pronunciation of learners there are 13 people with a mean value of 67.31. And for low scores on pronunciation of learners using infographic media there are 29 people with a mean value of 61.72. The total number of students who improve pronunciation using infographic media is 45 people with a mean value of 63.89 and std. Deviation 16.092.

The overall total in the use of teaching strategy seeing the results of pronunciation level has a difference with a high score of 8 people (M=66.88, SD=16.243), a medium score of 37 (M=69.19, SD=19.095), and a small score of 45 people (M=65.56, SD=18.254) and a total of 90 students (M=67.17, SD=18.330).

2) The result in the post-test

In teaching strategy using SQ3R method, there are differences between high, medium, and low scores on students' pronunciation. In the teaching strategy using SQ3R with high scores on pronunciation of students there are 18 people with a mean value of 88.33. For medium scores on pronunciation of learners there are 23 people with a mean score of 80.43. And for low scores on pronunciation of students using SQ3R method there are 4 people with a mean value of 88.75. The total number of learners who improve pronunciation using SQ3R is 45 people with a mean value of 84.33 and std. Deviation 10.258.

In teaching strategy using infographic media, there are differences between high, medium, and low scores on students' pronunciation. In the teaching strategy using infographics with a high value on the pronunciation of students there are 10 people with a mean value of 82.50. For medium scores on pronunciation of learners there are 27 people with a mean score of 78.33. And for low scores on pronunciation of learners using infographic media there are 8 people with a mean value of 68.75. The total number of learners who improve pronunciation using infographic media is 45 people with a mean value of 77.56 and std. Deviation 11.363.

The overall total in the use of teaching strategys seeing the results of the pronunciation level has a difference with a high score of 28 people (M = 86.25, SD = 9.292), a medium score of 50 (M = 79.30, SD = 9.898), and a small score of 12 people (M = 75.42, SD = 16.301) and a total of 90 students (M = 80.94, SD = 11.290).

3) The result difference between pre-test and post-test of descriptive statistic

As the result, there is significant difference in reading comprehension of students thought through SQ3R method and infographic media. The utilisation of the SQ3R method has been found to be an effective way for enhancing pupils' reading comprehension. The disparity in test scores among groups categorised as high, moderate, and low is evident.

The mean score of the total using SQ3R method is 84.33 meanwhile the mean score of the total using infographic media is 77.56. It suggests that teaching reading comprehension using SQ3R media is better than applying infographic media.

Table 3. The Results of Normality Test

Test of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pretest Experiment	.123	62	.088
Posttest Experiment	.127	60	.065
Pretest Control	.093	63	.200*
Posttest Control	.122	75	.093
*. This is a lower bund of the true significance.			
a. Lilliefors Significane Correction			

Table 4. Homogeneity Test

Levene's Test of Equality of Error Variances[a,b]			
Dependent Variable: Reading Comprehension Skills			
F	df1	df2	Sig.
.708	5	84	.619
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Dependent variable: Reding Comprehension Skills			
b. Design: Intercept + A + B + A * B			

For the basis for making decisions on the normality test of the data, if the significance value for each data in each learning model is either using SQ3R method and infographic media more than 0.05 then the data distribution is said to be normal.

Based on the table 3 the result of normality test, according to Kolmogorov Smirnov, the significance value of the experimental class pretest using SQ3R method is 0.088 > 0.05. Then, the significance value of the experimental class posttest is 0.065 > 0.05. Meanwhile, the significance value of the control class pretest using infographic media is 0.200 > 0.05. Then, the significance value of the control class posttest is 0.093 > 0.05 Based on this, all data are declared to be normally distributed.

Based on the table 4 of homogeneity test indicates that the significant level for the comparison of the SQ3R method with infographic media in enhancing reading comprehension abilities is 0.619, which is greater than the commonly accepted threshold of > 0.05. This observation suggests that the data exhibits homogeneity

Table 5. Two-Way ANOVA

Tests of Between-Subjects Effects

Dependent Variable: Reading Comprehension Skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2630.320ᵃ	5	526.064	5.071	.000
Intercept	388282.014	1	388282.014	3742.734	.000
Teaching Strategies	1277.024	1	1277.024	12.310	.001
Pronunciation	684.332	2	342.166	3.298	.042
Teaching Strategies*Pronunciation	704.743	2	352.371	3.397	.038
Error	8714.402	84	103.743		
Total	601025.000	90			
Corrected Total	11344.722	89			
a. R Squared = .232 (Adjusted R Squared = .186)					

According to the table 5 of two-way ANOVA, testing the first hypothesis, based on the table section Teaching Strategies* Pronunciation, the Sig. value is obtained 0.038 < 0.05, so the hypothesis stating that "there is an interaction of the SQ3R method and infographic media with pronunciation in improving reading comprehension skills" can be accepted. Testing the second hypothesis, based on the table part Teaching Strategy, obtained Sig. value 0.01 < 0.05, so the hypothesis stating that "there is a difference in the use of SQ3R method and infographic media" can be accepted. And based on the table part Pronunciation, obtained Sig. value 0.042 < 0.05 is a significant and there is an effect.

Table 6. Tukey Test

Multiple Comparison

Dependent Variable: Reading Comprehension Skills
Tukey HSD

(I) Post Hoc	(J) Post Hoc	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	2.67	3.841	.982	-8.54	13.87
	A1B3	1.33	3.841	.999	-9.87	12.54
	A2B1	8.33	3.841	.263	-2.87	19.54
	A2B2	2.33	3.841	.990	-8.87	13.54
	A2B3	13.67*	3.841	.008	2.46	24.87
A1B2	A1B1	-2.67	3.841	.982	-13.87	8.54
	A1B3	-1.33	3.841	.999	-12.54	9.87
	A2B1	5.67	3.841	.681	-5.54	16.87
	A2B2	-.33	3.841	1.000	-11.54	10.87
	A2B3	11.00	3.841	0.57	-.20	22.20
A1B3	A1B1	-1.33	3.841	.999	-12.54	9.87
	A1B2	1.33	3.841	.999	-9.87	12.54
	A2B1	7.00	3.841	.457	-4.20	18.20
	A2B2	1.00	3.841	1.000	-10.20	12.20
	A2B3	12.33*	3.841	.022	1.13	23.54
A2B1	A1B1	-8.33	3.841	.263	-19.54	2.87
	A1B2	-5.67	3.841	.681	-16.87	5.54
	A1B3	-7.00	3.841	.457	-18.20	4.20
	A2B2	-6.00	3.841	.625	-17.20	5.20
	A2B3	5.33	3.841	.734	-5.87	16.54
A2B2	A1B1	-2.33	3.841	.990	-13.54	8.87
	A1B2	.33	3.841	1.000	-10.87	11.54
	A1B3	-1.00	3.841	1.000	-12.20	10.20
	A2B1	6.00	3.841	.625	-5.20	17.20
	A2B3	11.33*	3.841	.046	.13	22.54
A2B3	A1B1	-13.67*	3.841	.008	-24.87	-2.46
	A1B2	-11.00	3.841	.057	-22.20	.20
	A1B3	-12.33*	3.841	.022	-23.54	-1.13
	A2B1	-5.33	3.841	.734	-16.54	5.87
	A2B2	-11.33*	3.841	.046	-22.54	-.13
Based on observed means.						
The error term is Mean Square (Error) = 110.635.						
*. The mean difference is significant at the 0.05 level.						

Based on the table 6 of tukey test, this Tukey test function to find out the comparison between the four group. Comparison of group A1B1 > < A1B3 in the group of students taught with SQ3R method (A1), there is no students reading comprehension skills between high pronunciation (B1) with low pronunciation (B3). This is indicated by the score of sig 0.999 > 0.05.

Comparison of group A1B1 > < A2B1 in groups of students whose high pronunciation (B1), there are differences in the results of students' reading comprehension skills using SQ3R method (A1) and using infographic media (A2). This is indicated by the score of sig 0.263 > 0.05.

Comparison of group A1B2 > < A2B3 in students group whose low pronunciation (B3), there are differences in the results of students reading comprehension skills that use SQ3R method (A1) with those who use infographics media (A2). This is indicated by the score of sig 0.057 > 0.05

Comparison of group A2B1 > < A2B3 of the students groups taught with infographics media (A2), there are differences in the results of student reading comprehension skills between those who have high pronunciation (B1) with those who have low pronunciation (B3). This is indicated by the score of sig 0.734 > 0.05.

4. Conclusion and Suggestion

Moreover, the examination of the initial study inquiry regarding the disparity between the SQ3R technique and student involvement in relation to students' reading comprehension skills reveals an F_0 value of 12.310 and a significance level (Sig) of 0.001, which is less than the predetermined threshold of 0.05. Therefore, the null hypothesis is deemed invalid and the research hypothesis is deemed valid. The findings indicate a distinct disparity between the utilisation of the SQ3R approach and the level of student engagement in relation to their reading comprehension abilities.

The second research question is to examining the disparity between the use of infographic media and its impact on student involvement in relation to their reading comprehension abilities. The statistical analysis reveals that the F_0 value of 12.310, with a significance level (Sig) of 0.001, is statistically significant at the 0.05 level. Therefore, the null hypothesis is deemed invalid and the research hypothesis is deemed valid. The findings indicate a distinction between the utilisation of the SQ3R approach and the level of student engagement in relation to their reading comprehension abilities.

The third study question is to investigate the relationship between teaching strategies and student engagement in relation to students' reading comprehension skills. There exists a notable correlation between the pedagogical approach employed and the level of student involvement in relation to the development of reading comprehension abilities. The statistical analysis reveals that the F_0 value of 3.397, accompanied with a significance level (Sig) of 0.038, is found to be statistically significant at a significance level of 0.05. Therefore, the null hypothesis is deemed to be rejected, whereas the research hypothesis is considered to be supported. This implies that there exists a correlation between the instructional approach employed and the level of student involvement, which in turn impacts students' proficiency in reading comprehension. The utilisation of the SQ3R method and graphical media as teaching strategies has been found to be highly successful in enhancing reading comprehension abilities.

There are several recommendations pertaining to the aforementioned conclusions. The researcher suggests that English teachers should be able to locate and select suitable teaching tactics in order to enhance students' reading comprehension and make the teaching and learning process more engaging and effective. The utilization of the SQ3R method with graphical media is an effective approach for instructing reading comprehension.

The second suggestion is to conducting additional research. This research is undertaken at the Senior High School level. Hence, additional investigations might be undertaken to determine the efficacy of employing the SQ3R approach and infographics medium, as well as pronunciation, in enhancing reading comprehension abilities across various educational levels.

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