The Use of Give One, Get One Strategy to Improve Students' Reading Comprehension in Recount Texts

¹Zerra Novalina, ¹,²Andini Septama Sari

¹English Study Program, STKIP Muhammadiyah Pagaralam, INDONESIA
Jl. H. A. Rais Saleh No.39-22, Basemah Serasan, Kota Pagar Alam, Sumatera Selatan 31529, Indonesia
²English Language Education, Faculty of Letters, Universitas Negeri Malang, INDONESIA
Jl. Semarang 5 Malang 65145 Jawa Timur

ARTICLE INFO

ABSTRACT

Reading comprehension is a crucial skill in English language learning, yet many students struggle to understand texts effectively. This study investigates the effectiveness of the Give One, Get One strategy in improving students' reading comprehension. A quasi-experimental design was employed, involving 70 tenth-grade students from SMK Muhammadiyah Pagar Alam, divided into an experimental group (35 students) and a control group (35 students). Both groups took a pre-test before the treatment and a post-test afterward. The experimental group received instruction using the Give One, Get One strategy, while the control group followed conventional teaching methods. Statistical analyses, including paired sample t-tests and independent sample t-tests, revealed a significant improvement in the experimental group's reading comprehension scores. The findings indicate that the Give One, Get One strategy is an effective and engaging approach for enhancing reading skills, promoting active participation, and increasing students' confidence in reading English texts. Teachers are encouraged to adopt this strategy to foster a more interactive learning environment. Future research should explore its impact on other language skills, such as listening, speaking, and writing.

INTRODUCTION

Reading is a fundamental language skill that plays a crucial role in students' academic development. It serves as a key avenue for acquiring knowledge and enhancing academic achievement (Hasbi, 2017). According to Burhan (2012), reading is both a physical and mental activity that involves

deciphering written texts. The physical aspect pertains to the use of the eyes, while the mental aspect engages perception and memory. Burhan further concludes that the primary goal of reading is to comprehend written texts. Similarly, Cline et al. (2006) define reading as the process of decoding and understanding written texts. Decoding involves translating written symbols, including Braille, into spoken words, whereas comprehension is influenced by the reader's purpose, context, text characteristics, and prior knowledge. Furthermore, Cline et al. (2006) state that reading involves deriving meaning from texts, a process that, for most readers, includes decoding written content. However, some individuals may require adaptations, such as Braille or auditory support, to facilitate comprehension.

Snow et al. (as cited in Antonie, 2002) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written language. They identify three essential components of comprehension: (1) the reader, whose abilities, knowledge, and experiences influence understanding; (2) the text, which includes both printed and electronic materials; and (3) the reading activity, which encompasses the reader's purpose, process, and expected outcomes. Additionally, Grabe et al. (2002) assert that general reading comprehension refers to the ability to understand and appropriately interpret text-based information. However, reading comprehension is a complex cognitive process that varies depending on the reader's motivation, goals, and linguistic proficiency (Zulianti et al. 2024). Barnet (1988) further emphasizes that comprehension is influenced by the interaction between reader-related variables and text characteristics.

Engaging in reading activities enhances students' language proficiency and broadens their knowledge. Through reading, students gain access to essential information and ideas. Reading comprehension involves the interaction between readers and written texts to derive meaning, message, or information (Mohammad & Hasbi, 2021). This suggests that students often comprehend more than is immediately apparent; however, they must fully understand the text to grasp its key ideas. The primary goal of reading in language education is to develop the ability to comprehend written messages effectively. However, understanding textual content, particularly in English, remains a significant challenge for many students. Evidence from the Programme for International Student Assessment (PISA, 2018) highlights this issue in Indonesia, where the country ranked 74th out of 79 participating nations in reading performance. This poor ranking underscores students' struggles with understanding textual meaning, making it imperative to explore effective strategies for improving reading comprehension and fostering greater interest in reading among Indonesian students.

A preliminary interview conducted by the researcher with an English teacher at SMK Muhammadiyah Pagar Alam revealed that many students struggle with reading comprehension. Most students show little interest in reading because instruction primarily focuses on pronunciation rather than

comprehension. While students can read individual English words and sentences, they often do so without attempting to understand the text's content. As a result, reading comprehension instruction is ineffective, as students remain passive in the classroom, unable to grasp the text's meaning or identify its main ideas (Nurchurifiani et al., 2025)..

To address this issue, the researcher explores the Give One, Get One strategy as a potential solution to enhance students' reading comprehension. Sejnost (2009) describes this strategy as an interactive learning approach that encourages students to share their knowledge with peers. The strategy promotes active participation in classroom activities by requiring students to exchange ideas and information (Fernandez & Streich, 2010). Additionally, Spencer (as cited in Sidiq Sutrisno, 2017) notes that the Give One, Get One strategy involves physical movement, fostering divergent thinking and enabling students to generate ideas rapidly.

Research Problem

This study seeks to determine whether there is a significant difference in reading comprehension between students who are taught using the Give One, Get One strategy and those who are not in tenth-grade students of SMK Muhammadiyah Pagar Alam.

Research Objective

The objective of this study is to examine whether there is a significant difference in reading comprehension between students who receive instruction using the Give One, Get One strategy and those who do not in tenth-grade students of SMK Muhammadiyah Pagar Alam.

Research Limitation and Significance

This study focuses specifically on reading comprehension in recount texts about past events among tenth-grade students in the OTKP class at SMK Muhammadiyah Pagar Alam. This research is expected to provide meaningful contributions to students, teachers, and future researchers. For students, the Give One, Get One strategy introduces engaging reading activities that can improve their comprehension skills. For English teachers, this strategy offers an effective instructional method to enhance students' reading comprehension. Lastly, for researchers, this study contributes valuable insights and experiences regarding the application of the Give One, Get One strategy in educational research.

METHOD

This study employed an experimental research design. According to Fraenkel et al. (2012), experimental research is one of the most powerful methods used in research and is the best approach for establishing cause-and-effect relationships between variables. There are various types of experimental research designs, and for this study, the researcher used a quasi-experimental

design. Fraenkel et al. (2012) describe quasi-experimental designs as research designs that do not include the use of random assignment.

The researcher selected a nonequivalent groups pretest-posttest design, which involved two groups: an experimental group and a control group. Both groups took a pretest before the treatment. The experimental group received the Give One, Get One strategy as a treatment, while the control group received traditional instruction. At the end of the treatment, both groups took a posttest to assess any improvements in reading comprehension. The quasi-experimental design for this study is presented as follows:

Table 1. Experimental and Control Group Treatments

GROUP	Pre-Test	Treatment	Post-Test
Experimental	O_1	X_1 (Give One, Get One Strategy)	O_2
Control	O_3	C_1 (Conventional Strategy)	O_4

Where:
- O_1 = Pretest of the experimental group
- O_2 = Posttest of the experimental group
- O_3 = Pretest of the control group
- O_4 = Posttest of the control group
- X_1 = Treatment using the Give One, Get One strategy
- C_1 = Conventional teaching strategy

(Fraenkel et al., 2012)

Research Variable

Fraenkel et al. (2012) define an independent variable as a factor that is presumed to affect or influence at least one other variable. In contrast, a dependent variable is the outcome that is measured and is influenced by the independent variable. In this study, the independent variable was the Give One, Get One strategy, which was used to enhance students' reading comprehension. The dependent variable was students' reading comprehension performance.

Procedure for Teaching Reading

The procedure of the research differs from experimental and control classes. They are described in these 2 sub sections below.

Teaching Procedures for the Experimental Class

The teaching procedures for the experimental group consisted of three phases: pre-activity, whilst-activity, and post-activity (Zwiers, as cited in Rizki Amalia, 2017).

Table 2. Teaching Procedures of Experimental Class

No	Phase	Activities
1	Pre-Activities (10 minutes)	- Greeting the students. - Checking student attendance.

No	Phase	Activities
		- Introducing the topic and explaining the learning objectives.
2	While-Activities (60 minutes)	- Selecting a relevant topic from the reading materials.
		- Distributing the Give One, Get One worksheet, where students divide a page into two columns labeled "Give One" and "Get One".
		- Having students read a passage silently.
		- Posing a question related to the text and setting a time limit.
		- Instructing students to list key ideas from the passage in the "Give One" column.
		- Encouraging students to exchange ideas with classmates and record new insights in the "Get One" column.
		- Facilitating classroom discussion to review students' findings.
3	Post-Activities (10 minutes)	- Asking students about any difficulties encountered.
		- Providing feedback and reinforcement.
		- Closing the lesson.

Teaching Procedures for the Control Class

The control class followed a traditional reading instruction approach, which means that it does not use the Give One, Get One teaching strategies.

Table 3. Teaching Procedures of Control Class

No	Phase	Activities
1	Pre-Activities (10 minutes)	- Greeting the students.
		- Checking student attendance.
		- Introducing the topic and explaining the learning objectives.
2	While-Activities (60 minutes)	- Explaining the concept of recount texts.
		- Distributing reading materials.
		- Asking students to read the passage.
		- Assigning comprehension questions for students to answer.
		- Collecting and reviewing students' responses.
3	Post-Activities (10 minutes)	- Asking students about any difficulties encountered.
		- Providing feedback and reinforcement.
		- Closing the lesson.

Population and Sample

Fraenkel and Wallen (2009) define a population as the larger group to which a researcher intends to generalize findings. Similarly, Arikunto (2010) states that a population refers to all subjects involved in a study. In this research,

the population consisted of tenth-grade students at SMK Muhammadiyah Pagar Alam. Fraenkel and Wallen (2009) also described a sample as a subset of the population from which data is collected. This study employed purposive sampling, where the researcher selected participants based on specific criteria. The sample consisted of two classes: X OTKP 2 as the experimental group and X OTKP 1 as the control group. Both groups had similar characteristics, such as language proficiency and class size, ensuring fair comparisons.

The teaching materials used in this study included various recount texts obtained from educational sources (see Table 3). Topics covered personal, factual, and imaginative recounts, with texts sourced from reputable educational websites.

Data Collection Techniques

This study used multiple-choice reading comprehension tests as the primary data collection instrument (Brown, 2003). The researcher administered: A pretest to assess students' initial reading comprehension level, and a post-test to measure progress after the intervention. The test consisted of 50 multiple-choice questions, with identical content in both the pretest and post-test to ensure consistency.

Validity and Reliability

Fraenkel and Wallen (2009) define validity as the extent to which an instrument measures what it is intended to measure. The researcher conducted content validity analysis using Cronbach's Alpha in SPSS 26, ensuring that the test items aligned with the study objectives. While, on the other hand, Reliability refers to the consistency of measurement results (Fraenkel & Wallen, 2009). A Cronbach's Alpha reliability test was conducted using SPSS 26, and a reliability score above 0.70 confirmed the test's reliability.

Data Analysis Techniques

This study used independent t-test to compare post-test results between the experimental and control groups. Paired sample t-test was also used to analyse pretest and post-test differences within each group.

RESULTS

The study was conducted with tenth-grade students at SMK Muhammadiyah Pagar Alam. The total population consisted of 376 students, and 70 students were selected as the sample. The experimental class (X OTKP 2) included 35 students, and the control class (X OTKP 1) also included 35 students.

This section presents the findings of the study, focusing on the results of the pre-test and post-test administered to students in both the experimental and control groups. The pre-test was conducted before the treatment, and the post-test was administered after the experimental group was taught using the Give

One, Get One strategy. The control group, on the other hand, received conventional reading instruction without the strategy.

The findings are divided into two key parts, consisting of descriptive statistics of test results and statistical analysis using paired sample t-tests and independent sample t-tests.

Descriptive Statistics

The test results revealed differences in students' reading comprehension scores before and after the treatment.

Table 4. Frequency and Mean of Students' Reading Comprehension

Group	Pre-test Mean Score	Pre-test Mean Score	Improvement
Experimental	31.26	49.37	18.11
Control	22.23	27.20	4.97

The results indicate that students in the experimental group, who were taught using the Give One, Get One strategy, showed greater improvement in reading comprehension compared to those in the control group. In the experimental group, before the treatment, 80% of students were classified at a very poor level, with an average score of 27.86. After the treatment, only 34.2% of students remained at a very poor level, while 28.5% of students reached a good level with an average score of 70.00.

In contrast, in the control group, 100% of students were initially at a very poor level, with an average score of 22.23. After the post-test, 82.2% of students remained at a very poor level, showing only slight improvement. These findings suggest that the Give One, Get One strategy was effective in enhancing students' reading comprehension, while the conventional teaching approach had minimal impact.

Statistical Analysis Results

The test results revealed differences in students' reading comprehension: (1) Paired sample t-test – to determine whether there was a significant improvement in reading comprehension before and after the treatment in both the experimental and control classes (2) Independent sample t-test – to compare the post-test results of the experimental and control classes.

1. Paired Sample T-Test for the Experimental Class
   A paired sample t-test was conducted to analyze the difference in reading comprehension scores before and after the Give One, Get One strategy was implemented in the experimental class.

Table 5. Paired Sample T-Test for the Experimental Class

Test	Mean Score	Mean DIfference	t-Obtained	Significance Level
Pre-Test	31.26	18.11	10.137	.000
Post-Test	49.37			

For specific reading comprehension aspects:
- Main idea: t-obtained = 10.50, p = .000
- Vocabulary: t-obtained = 10.82, p = .000
- Sequence: t-obtained = 9.22, p = .000
- Inference: t-obtained = 8.10, p = .000
- Detail: t-obtained = 6.70, p = .000
- Cloze elide: t-obtained = 6.23, p = .000

Since all p-values are below 0.05, the results indicate a statistically significant improvement in reading comprehension for students in the experimental group.

2. Paired Sample T-Test for the Control Class
    A similar paired sample t-test was conducted for the control class.

Table 6. Paired Sample T-Test for the Control Class

Test	Mean Score	Mean DIfference	t-Obtained	Significance Level
Pre-Test	22.23	4.97	9.66	.000
Post-Test	27.20			

The mean difference in the control group (4.97) was much lower compared to the 18.11 improvement seen in the experimental group. The results suggest that conventional teaching did not lead to significant improvement in reading comprehension, reinforcing the effectiveness of the Give One, Get One strategy.

3. Independent Sample T-Test
    To determine whether there was a significant difference between the experimental and control groups, an independent sample t-test was conducted.

Table 7. Independent Sample T-Test

Group	Post-test Mean Score	Mean DIfference	t-Obtained	Significance Level
Experimental	49.37	22.17	6.17	.000
Control	27.20			

Since the t-obtained value (6.17) is greater than the t-table value (2.00) and p = .000, the results confirm that there was a statistically significant difference between the two groups. Thus, the alternative hypothesis (H_a) stating that the Give One, Get One strategy improves students' reading comprehension is accepted, while the null hypothesis (H_0) is rejected.

DISCUSSION

The findings of this study underscore the effectiveness of the Give One, Get One (GOGO) strategy in enhancing students' reading comprehension of recount texts. The experimental group, which utilized the GOGO strategy, demonstrated significant improvement compared to the control group, which adhered to conventional teaching methods. This improvement aligns with the interactive and participatory nature of the GOGO strategy, which actively engages students in exchanging information and ideas, fostering a deeper understanding of the reading material (Sejnost, 2009). The success of this approach is further reinforced by previous research on interactive learning strategies, which emphasize the importance of student engagement in promoting reading comprehension (Sari, 2022; Hasbi et al., 2024a).

Research by Sari et al. (2024) on reciprocal questioning (REQUEST) in reading comprehension supports the findings that interactive and collaborative strategies yield better learning outcomes. Their study at SMA Muhammadiyah Pagaralam demonstrated that students using REQUEST significantly outperformed those who received traditional instruction, with notable improvements in inferencing, vocabulary, and comprehension of main ideas. This aligns with the findings of the present study, suggesting that engaging students in structured peer discussions—whether through the REQUEST strategy or GOGO—can foster deeper understanding and enhance recall.

Additionally, the study conducted by Sari and Yuliana (2022) on the development of an English module based on local wisdom emphasizes the need for materials tailored to students' learning contexts. Their research highlights that instructional design should incorporate familiar themes and interactive elements to make learning more engaging and effective. This further validates the effectiveness of the GOGO strategy, which encourages students to connect new information with their existing knowledge through peer exchange, thereby enhancing retention and comprehension.

A key advantage observed in this study is the promotion of peer-assisted learning. The GOGO strategy encouraged students to learn from one another by sharing ideas and interpretations of texts, thus enriching their understanding of recount texts. Kartini (2017) found that cooperative learning techniques, such as GOGO, significantly enhance comprehension by leveraging peer interactions. Additionally, this strategy contributed to a supportive learning environment that mitigated challenges such as low reading motivation and confidence, which were previously reported among students at SMK Muhammadiyah Pagar Alam. These findings align with the work of Sari (2022), who argues that leveraging collaborative

frameworks like GOGO increases student engagement and participation in EFL contexts.

The statistical analysis further validates the effectiveness of the GOGO strategy. The paired sample t-tests and independent sample t-tests revealed substantial improvements in comprehension scores, with the experimental group outperforming the control group across multiple reading components, including identifying main ideas, vocabulary expansion, inferencing, and sequencing. These findings support the theoretical framework proposed by Snow (2002), which posits that effective reading comprehension strategies should engage the reader, the text, and the reading activity in a synergistic manner. The interactive nature of GOGO facilitates this engagement, ensuring that students actively construct and extract meaning from texts rather than passively receiving information. This aligns with the broader educational perspectives that advocate for student-centered learning (Grabe & Stoller, 2002).

Moreover, traditional teaching methods, which often rely on rote memorization and passive reading activities, were shown to be less effective in improving reading comprehension. The control group exhibited only minimal improvement, reinforcing the necessity for innovative instructional approaches. These findings are consistent with those of Muthmainnah and Hasbi (2022), who argue that traditional, teacher-centered approaches are insufficient for addressing the diverse needs of today's learners. Instead, modern pedagogical approaches should incorporate strategies that promote active participation and cognitive engagement (Hasbi et al., 2024b).

Another crucial aspect of reading comprehension is vocabulary development. Mohammad and Hasbi (2021) emphasize that a strong vocabulary foundation is necessary for successful reading comprehension. The GOGO strategy contributed to vocabulary enhancement by encouraging students to discuss and exchange key ideas, thereby expanding their lexical knowledge in a meaningful context. This further validates the importance of integrating collaborative learning techniques to support language acquisition.

In conclusion, the findings of this study highlight the effectiveness of the GOGO strategy in improving students' reading comprehension. This approach not only enhances reading skills but also fosters a more interactive and engaging learning environment. The study by Sari et al. (2024) further supports the argument that interactive strategies such as REQUEST and GOGO are essential in fostering critical thinking and deeper engagement with texts. Future research could explore its applicability across different text genres and integrate digital tools to further enhance its impact. As Sari (2022) suggests, modern instructional strategies should evolve to meet the demands of contemporary learners, ensuring that teaching methods remain both effective and engaging

CONCLUSION

Based on the data analysis presented in the previous chapter, it can be concluded that the Give One, Get One strategy effectively improved the reading

comprehension of tenth-grade students at SMK Muhammadiyah Pagar Alam. The students who were taught using the Give One, Get One strategy (experimental group) achieved higher scores compared to those in the control group, who were taught using conventional methods.

The findings revealed a statistically significant difference in students' reading comprehension before and after the treatment. The post-test results demonstrated that the experimental group outperformed the control group, indicating that this strategy made reading activities more engaging and effective in the classroom.

Additionally, the Give One, Get One strategy encouraged students to be more active during the learning process. The strategy enhanced students' reading fluency, expanded their vocabulary, and boosted their confidence when reading English texts. These results suggest that incorporating this strategy into reading instruction can be beneficial for improving students' comprehension skills.

REFERENCES

Alyousef, H. S. (2006). Teaching reading comprehension to ESL/EFL learners. *Journal of Language and Learning, 5*(1), 63-73.

Antoni, N. (2010). Exploring EFL teachers' strategies in teaching reading comprehension. *Jurnal Penelitian Pendidikan, 11*(2), 39-51.

Arikunto, S. (2021). Dasar-dasar evaluasi pendidikan edisi 3. Bumi Aksara.

Cain, K., Oakhill, J., & Bryant, P. (2004). Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. *Journal of educational psychology, 96*(1), 31.

Chersia, W., & Radjab, D. (2015). the effect of "give one get one" strategy and motivation on students'reading comprehension of narrative text at grade x of sman 7 padang 2014/2015 academic year. English Language Teaching (ELT), 3(1).

Cline, F., Johnstone, C., & King, T. (2006). Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1). National Accessible Reading Assessment Projects.

Commander, J. (1997). Effective Teaching Strategies and Tools: Strategies & Tools. New York: Clayton Public Schools.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (Vol. 7, p. 429). New York: McGraw-hill.

Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading.* Pearson Education.

Harmer, J. (2007). The practice of English language teaching. Pearson longman.

Harris Karen, R., & Graham, S. (2007). Teaching Reading Comprehension to Students with Learning Difficulties.

Hasbi, M. (2017). Preparing digitally literate graduates through journal article reading-based activities. In: *The 1st International Conference on English Language, Linguistics, and Literature (ICELLL 2017),* 176-184. Institut Agama Islam Negeri Surakarta.

Hasbi, M., Alamsyah, A., Faozan, A., Astawa, N. L. P. N. S. P., Fauzi, A. R. (2024). *Useful AI Tools For English Teachers*. Rizquna. http://e-repository.perpus.iainsalatiga.ac.id/21414

Hasbi, M., Islamiah, N., Astawa, N. L. P. N. S. P., Hamidah, F. N., Nor, H., Februati, B. M. N. (2024). *How to Teach English to Gen Z Students*. Rizquna.

Hewi, L., & Shaleh, M. (2020). Refleksi hasil PISA (the programme for international student assesment): Upaya perbaikan bertumpu pada pendidikan anak usia dini. *Jurnal Golden Age, 4*(01), 30-41.

Kartini, R. D. (2017). teaching and learning reading through give one get one strategy at the first semester of the eighth grade of smpn 02 penawartama tulang bawang in the academic year of 2017/2018 (Doctoral dissertation, UIN Raden Intan Lampung).

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). Teaching reading comprehension to students with learning difficulties, 2/E. Guilford Publications.

Lim, Justin. 2009. "Give One Get One." Engaging difficult to reach students.

Mikulecky, B. S. (2008). Teaching reading in a second language. Recuperado de http://longmanhomeusa.com

Mohammad, Z. A., & Hasbi, M. (2021). Reading difficulties in English as a second language in Grade Five at a Saint Patrick's High School for Boys, Hyderabad--India. *Arab World English Journal, 12*(4), 521-535. https://dx.doi.org/10.24093/awej/vol12no4.34

Moreillon, J. (2007). Collaborative Strategies for Teaching Reading Comprehension. American Library Association.

Muthmainnah, N., & Hasbi, M. (2022). Can humanizing classroom meet EFL learners' needs?. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan, 27*(1), 53–64. https://doi.org/10.24090/insania.v27i1.6490

Nurchurifiani, E., Maximilian, A., Ajeng, G. D., Wiratno, P., Hastomo, T., & Wicaksono, A. (2025). Leveraging AI-Powered Tools in Academic Writing and Research: Insights from English Faculty Members in Indonesia. International Journal of Information and Education Technology, 15(2), 312–322. https://doi.org/10.18178/ijiet.2025.15.2.2244

Nuttal, C. (1982). Teaching Reading Skills in a Foreign Language.

Odell, S. J., Loughlin, C. E., & Ferraro, D. P. (1986). Functional approach to identification of new teacher needs in an induction context. *Action in Teacher Education, 8*(4), 51-58.

Preszler, J. (2005). Strategies to Help Struggling Readers Grades 4-12.

Safitri, E. (2018). The Effectiveness of "Give One-Get One" Activities to Improve the Students' Reading Comprehension at the Eleventh Year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo (Doctoral dissertation, IAIN Parepare).

Sari, A. S. (2022). Building Gen Z-Friendly Classroom Engagement. In M. Hasbi, N. Islamiah, & K. M. Budiana (Eds.), *How to teach English to Gen Z students* (pp. 91–96). Rizquna.

Sari, A. S. (2022). Revolutionizing Writing Instruction: A Closer Look at Wordtune for EFL Teachers. In M. Hasbi, et al. (Eds.), *Useful AI tools for English teachers* (pp. 337–343). Rizquna.

Sari, A. S., & Yuliana. (2022). Pengembangan modul bahasa Inggris berbasis kearifan lokal untuk mahasiswa program studi matematika di STKIP Muhammadiyah Pagaralam. *Jurnal Ilmiah Korpus, 6*(2), 143–154. https://doi.org/10.33369/jik.v6i2.23943

Sari, A. S., Lipta, & Marlinda, S. (2024). Enhancing Students' Reading Comprehension through Reciprocal Questioning. *LinguaEducare: Journal of English and Linguistic Studies, 2*(1), 107-116. https://journal.ciptapustaka.com/index.php/LEC

Seaton, Andrew. 2006. "The Recount Genre". Retrieved from http://www.andrewseaton.com.au/greecount.htmon July 1st, 2024.

Sejnost, R. L. (Ed.). (2009). Tools for Teaching in the Block. Corwin Press.

Siahaan, S., & Shinoda, K. (2008). Generic text structure. Yogyakarta: Graha Ilmu, 73.

Slavin, R. E. (1980). Cooperative learning. *Review of educational research, 50*(2), 315-342.

Snow, C. (2002). Reading for understanding: Toward an R&D program in reading comprehension. Rand Corporation.

Susanti, I., Buan, S., & Suhartono, L. (2013). The use of cloze procedure to test the students reading comprehension. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 2*(2).

Yildirim, K., & Ates, S. (2012). Silent and oral reading fluency: Which one is the best predictor of reading comprehension of Turkish elementary students. *International Journal on NewTrends in Education and Their Implications, 3*(4), 79-91.

Zulianti, H., Hastuti, H., Nurchurifiani, E., Hastomo, T., Maximilian, A., & Ajeng, G. D. (2024). Enhancing Novice EFL Teachers' Competency in AI-Powered Tools Through a TPACK-Based Professional Development Program. World Journal of English Language, 15(3), 117. https://doi.org/10.5430/wjel.v15n3p117

Zygouris-Coe, V. (2009). Teaching reading comprehension skills. Middle Matters, 17(4), 1-2