

# The Use of Collaborative Strategic Reading (CSR) to Improve Reading Comprehension on Recount Text

Puput Intan Berlianna<sup>1</sup>, Theresia Cicik Sophia B.<sup>2</sup>, Tarcisia Sri Suwarti<sup>3</sup>

<sup>1,2,3</sup>Universitas PGRI Semarang, Indonesia

puputintanberliana@gmail.com

## Abstract

Collaborative Strategic Reading (CSR) is a method in teaching recount text. Collaborative Strategic Reading (CSR) is a set of educational techniques created to assist students of all skill levels in learning and applying comprehension techniques to informational content. The aim of the Collaborative Strategic Reading can encourage students to be more active in thinking and working so the students can read recount text easily. The writer took this study because many reasons firstly they have low interest in reading, they feel confused about how to identify the main idea and detail information from the text, and they bored with the method. Because of these reasons, teacher needs a new effective method to improve their reading skill. The study aims to determine: 1) To find out the students' reading ability on taught without Collaborative Reading Strategy (CSR). 2) To assess the reading skills of the class utilizing the Collaborative Reading Strategy (CSR). 3) To analyze the significance difference between student's reading skill on recount text taught without and using Collaborative Strategic Reading (CSR) In this study used quasi experimental design. The sample consisting of 68 students X-3 as experimental class and X-4 as a control class. The technique of data analysis in this study using SPSS 26. It can be seen from the data the writer used Wilcoxon-test to find out significant difference between those group. The hypothesis if the Asymp. Sig. (2-tailed) is  $< 0.05$  based on the result hypothesis was accepted. So, the Collaborative Strategic Reading a more effective method to improve students' reading skill in recount text.

**Keywords:** Collaborative Strategic Reading (CSR), Reading Comprehension, Recount Text

## Introduction

One of the world languages or foreign languages that must be learnt is English. English proficiency and competence are always necessary. Learning English makes it possible to interact with new people especially, the younger generation must be exposed to the existing body of information in English Getie (2020). Foreign Languages include English as one option or International Languages that must be studied or become a mandatory topic for students in the

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Indonesian educational curriculum. English instruction in senior high school should place a strong emphasis on helping students become proficient in the four areas of speaking, listening, reading, and writing Yudha & Mandasari (2021). Students should be capable of or have mastered at least one of these competencies. Reading is one of the most crucial elements of English skills. Reading comprehension is the process of comprehending information in a text by drawing on the reader's prior knowledge Septiarini et al. (2018).

To improve students English reading skills, the teachers should have the most appropriate strategy according to students' condition. From this statement, the students' results depend on how the teacher taught. The student will be easier to understand if the teacher has many ways to explain the material. This study aimed to compare the teaching reading with Collaborative Strategic Reading (CSR) method and without using Collaborative Strategic Reading (CSR) method for the Tenth Grade of senior high school. There are many types of text that students must study by Senior High school, they are descriptive text, narrative text, recount text, procedure text, and report text. There are writing steps that should be known by students to produce a written product. According to Husna & Multazim (2019), state that recount text is a piece of text that chronologically retells past events in order to describe what has already occurred. Students often employ background information, vocabulary, grammar, familiarity with the texts, and reading comprehension skills to comprehend what they read.

Based on the observation in SMA Negeri 2 Kendal, there are some students problem with reading. First, students struggle to identify the main idea of the text. When the teacher asks the students to determine main idea of the text, the students automatically believe the title is the main idea. Second the students find the difficult to get the details information from the text because the students only read the first sentence in each paragraph of the text. identify the main idea, the students automatically believe the title is the main idea. Third, students lack vocabulary. The significance of the text's words is unknown to the students when they read them. Therefore, students need to have a wide vocabulary.

The researcher argues that Collaborative Strategic Reading (CSR) aims to improve reading comprehension and conceptual learning in methods that optimize student participation. Collaborative Strategic Reading is an approach that requires students to work collaboratively in small groups of six students. All members of the group would follow the procedures outlined in Collaborative Strategic Reading: Preview, Click and Clunk, Get the Gist. During and after reading, assign students activities such as activating their personal background knowledge, guessing the information found in a text, and taking notes on the information they got. Based on the explanation above, the Collaborative Strategic Reading (CSR) method could be an excellent alternative for students to improve their reading skills.

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## Literature Review

### a. Teaching Reading in Senior High School

Reading is defined as the skill to communicate and interact meaningfully with society. Reading processes can be divided into two categories: strategies (techniques specifically used to improve understanding, such summarizing) and skills (automatic once learned, like decoding) Smith et al. (2021). Reading, the skill to infer meaning from a collection of written letters or symbols, is one of the most important literacy tools. Adults who can read have more opportunities for job, education, social connection, and enjoyment than non-readers. Reading is a skill for upper-level students since they are required to read as part of the process of learning advanced subject. As a result, effective and explicit reading instruction is critical for younger students.

Reading is a necessary skill for obtaining information from written text. Students must not only read but also comprehend the information in order to comprehend the meaning of the text that they have read. According to Maslina et al. (2020), state that reading is a beneficial activity since students provides information from the content while also allowing them to improve their English skills. Thus, reading actually involves interaction between the text and the reader. Finding out the meaning and reading regularly may be the best way to increase vocabulary and knowledge.

According to Hermida (2018), When teaching reading, a language teacher should keep these six things in mind. Those are as follows:

- a. Reading is not a passive talent, and the instructor needs to be aware of this.
- b. The teacher must ensure that the students are excited about the reading material.
- c. When referring to the content of a learning assignment, the teacher must stimulate the students to think about more than just the words in the text.
- d. The teacher should provide an example of how prediction is important in reading.
- e. The teacher is responsible for matching the assignments to the subject.
- f. A teacher should make maximum use of reading materials.

### b. Reading Comprehension

Reading comprehension is the skills to understanding concepts and information in reading texts. According to Latifah (2022), defines reading as meaning-making processes which involve the interaction of the reader, the text, reading strategies, and fluency. It is based on two skills that are connected: comprehension of language (the skill to comprehend the meaning of words and sentences) and word reading (the skill to elaborate the symbols on the page). According to Marisca et al. (2022), Reading comprehension is defined as the process of extracting and constructing meaning while interacting and engaging with written language. While Septiarini et al. (2018) state that reading comprehension is the process of understanding the information in a text by applying the reader's prior knowledge.

### c. The Process of Teaching Reading

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Rumelhart (2022), reading in English is frequently perceived as passive due to its status as a foreign language. However, there are three instructional models that can assist readers in enhancing their comprehension of English as a second language, including:

1. Bottom-up model

This model focuses on understanding individual words first, but it can be flawed because readers may struggle to connect those words into meaningful sentences.

2. Top-down model

In this model, the reader uses reasoning and prior knowledge to infer meaning from the title and assumptions, rather than focusing on every word.

3. Interactive model

The interactive model combines bottom-up and top-down approaches, where readers use both letter recognition and prior knowledge to predict and understand meaning.

## **d. Recount Text**

Recount text is a type of reading text that should learn by students in first grade Senior High School. According to Siregar (2021) state that Recount Text is the simplest type of text that recounts a sequence of events with a common structure such as orientation, event, and reorientation. A recount composition focuses on a past incident that held significance in its time, conveyed through the emotions and expressions associated with said event. Recount text is a text that is telling the reader about one story, action, or activity in the past. According to Husna & Multazim (2019), state that recount text is a piece of text that chronologically retells past events in order to describe what has already occurred. While Harris, A., Ansyar, M., & Radjab (2012) state that recount texts are accounts of historical occurrences that educate or amuse the reader about what and when they occurred. It could be about what we did last weekend or what we did on our holiday last year. It suggests that connected texts can include what, who was involved, where, when, and why it happened.

## **e. Collaborative Strategic Reading (CSR)**

One of the strategies that Klingner et al. (1998) has been introduced is Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) is a set of educational techniques created to assist students of all skill levels in learning and applying comprehension techniques to informational content. According to Jafre & Abidin (2012), describes the concept of Collaborative Strategic Reading (CSR) as follows: This technique involves students working in small cooperative groups (3-5) to employ four reading strategies: Preview, Click & Clunk, Get the Gist, and Wrap Up. Preview allows students to develop curiosity and use prior knowledge to forecast what they will learn Anwar (2020). In addition to teaching readers about the cognitive process (top down and bottom up), CSR also teaches them how to use methods in a metacognitive way. Small-group collaboration is encouraged by CSR to provide students the chance to share ideas and hone their social skills while pursuing common academic goals.

## **Research Methodology**

In this research of study , the researcher used quantitative research which is more specifically

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Experimental research. Experimental research is the general strategy for conducting out a study with an active independent variable. The goal of experimental research is to study the causal relationship or influence of a free variable on a variable tied by comparing the results of different experiment groups.

The researcher used a quasi experimental pre-test post-test group design in this study. The researcher assigned intact groups to the experimental and control groups, administered a pretest to both groups, conducted treatment activities with only the experimental group, and then administered a post-test to compare the two groups. The research design can be described as follows:

*Table 1. Research Design*

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X <sub>1</sub>	O	X <sub>2</sub>
Control Group	Y <sub>2</sub>	-	Y <sub>2</sub>

(Cohen et al., 2007)

## **a. Participants / Subject / Population and Sample**

Students of SMA Negeri 2 Kendal tenth grade serve as the research subjects. Population of this research is a whole students of the tenth grade of SMA Negeri 2 Kendal, and this research will be taken from 2 classes which consisting 68 students in 2 classes. In this research, the researcher chose two groups of the students from the population as samples. The classes selected are X3 as experimental class which consists of 34 students and X4 as control class consists of 34 students. The total samples are 68 students of SMA Negeri 2 Kendal in the academic year 2024/2025.

## **b. Instrument of the Research**

The instrument plays a crucial component throughout gathering data. The researcher utilized test as the instrument for data collection in this research. In this current study the instrument that used pre-test and post-test.

Pre-test is a test that is carried out previously a learning activity begins which aims to determine initial abilities. Pre-test is given to students at the beginning of a course to determine their initial understanding of the measures stated in the learning objectives. It aims to determine the students' abilities before implementing the collaborative strategic reading as teaching method in reading recount text.

Post-test is a test given after the process of a learning activity has been completed. A posttest is an assessment measure given to participants after they have received treatment as part of a research study. Post-test is the result after the students' reading recount text using collaborative strategic reading as teaching method. It can be evaluated that the collaborative strategic reading is effective or not.

## **c. Techniques of Data Analysis**

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To find out the ability of the tenth-grade students of SMA Negeri 2 Kendal taught using collaborative strategic reading, the researcher determined for the mean of the test result. To find out the ability in reading recount text taught without using collaborative strategic reading, the researcher determined for the mean for the test result. To investigate whether the difference between the students' ability in reading recount text using collaborative strategic reading and without collaborative strategic reading is significance or not, the researcher compared the two means of the pre-test and post-test results. The researcher analyzed the data using SPSS 26 version. The researcher presented the result of the research used descriptive statistics and Wilcoxon-test

Descriptive statistics are a collection of statistical methods and techniques that are utilized in order to provide an explanation of the dataset. Its primary goals are to deliver an analysis of the data that is both concise and easily understood with the intention of encouraging researchers, analysts, and decision-makers to comprehend the fundamental characteristics of the data without necessarily obtaining conclusions besides the parameters specifically stated.

Wilcoxon test is a test of statistical significance that is non-parametric and is utilized for the purpose of comparing paired data. If the data do not satisfy the presumptions that are necessary for parametric tests such as the paired t-test, it is appropriate to employ this method.

## Findings

### a. Students' Ability in Reading Recount Text Taught Without Collaborative Strategic Reading (CSR)

The set of data formed by the students who taught without Collaborative Strategic Reading (CSR) is control group.

Table 2. Descriptive Statistics of Pre-Test and Post-Test in Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	34	24.9	58.1	50.288	9.7869
Post-Test Control	34	33.2	83.0	63.471	11.3551
Valid N (listwise)	34				

Table 3. The Criteria of test score

No	Score	Classification
1.	96-100	Excellent

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2.	86-95	Very good
3.	76-85	Good
4.	66-75	Fairly good
5.	56-65	Fair
6.	36-55	Poor
7.	0-35	Very poor

(Dedikbud, 2010)

From the table 4.2, it shows that the mean score of pre-test of control class is 50.288 and the post-test is 63.471. It can be described that the students' reading ability on pre-test is "Fair" and the post-test is "Fair". However, the mean score of post-test score was higher than the pre-test score. It increased 13.183 points.

## b. Students' Ability in Reading Recount Text Taught with Collaborative Strategic Reading (CSR)

The set of data formed by the students who taught with Collaborative Strategic Reading is experimental group. The researcher conducted two tests. First, the researcher gave pre-test. Then, the researcher provide treatment taught with Collaborative Strategic Reading (CSR). After that, the researcher gave post-test to find out the students' ability in reading recount text after being taught with Collaborative Strategic Reading (CSR). The result can be seen on as follows:

Table 4. Descriptive Statistics of Pre-Test and Post-Test in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	34	24.9	74.7	52.974	11.3794
Post-Test Experimental	34	58.1	91.3	78.362	9.6256
Valid N (listwise)	34				

Table 5. The Criteria of test score

No	Score	Classification
1.	96-100	Excellent
2.	86-95	Very good
3.	76-85	Good

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4.	66-75	Fairly good
5.	56-65	Fair
6.	36-55	Poor
7.	0-35	Very poor

(Dedikbud, 2010)

Based on the table 4.4, it shows that the mean score of experimental class. The pre-test is 52.974 and the post-test is 78.362. It can be indicated that the mean score of students' reading ability in post-test was increasing higher than the pre-test. It increases 25.388 points. This mean that the reading skill of experimental class are "Fair" and "Good".

### c. **The Significance Difference of Students' Ability in Reading Recount Text Taught Without Collaborative Strategic Reading and with Collaborative Strategic Reading.**

Due to the data is not distributed normally but homogenous, so the researcher used Wilcoxon-Test. There is a non- parametric test known as the Wilcoxon-Test that is used to determine whether or not there is a significant difference between two sets of paired data that are not normally distributed. The researcher applied collaborative strategic reading to increase students' interest in reading recount text in the experimental class. Before and after the application of the treatment, the Wilcoxon test was utilized in order to make a comparison between the outcomes of the experimental group. The hypothesis states that there is a substantial difference in the reading abilities of students as measured by their pre-test and their post-test, this means that there is an obvious benefit on used collaborative strategic reading on the experimental class if  $Asymp.Sig < 0.05$ . The result can be seen as follows:

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Table 6. Wilcoxon Test

Ranks		N	Mean Rank	Sum of Ranks
Post-Test Control - Pre-Test Control	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	25 <sup>b</sup>	13.00	325.00
	Ties	9 <sup>c</sup>		
	Total	34		
Post-Test Experimental - Pre-Test Experimental	Negative Ranks	0 <sup>d</sup>	.00	.00
	Positive Ranks	34 <sup>e</sup>	17.50	595.00
	Ties	0 <sup>f</sup>		
	Total	34		

- a. Post-Test Control < Pre-Test Control
- b. Post-Test Control > Pre-Test Control
- c. Post-Test Control = Pre-Test Control
- d. Post-Test Experimental < Pre-Test Experimental
- e. Post-Test Experimental > Pre-Test Experimental
- f. Post-Test Experimental = Pre-Test Experimental

From 34 students, the experiment class got an increase in their scores. The mean rank of improvements in experimental class is 17.50 with the sum of ranks is 595.00. Meanwhile, in the control class, 25 students got an increase and 9 students had the same score with their pre-test score. The mean rank of improvements in control class is 13.00 with the sum of ranks is 325.00.

Table 7. Statistics of Wilcoxon Test

Test Statistics <sup>b</sup>		
	Post-Test Control - Pre-Test Control	Post-Test Experimental - Pre-Test Experimental
Z	-4.474 <sup>a</sup>	-5.133 <sup>a</sup>
Asymp. Sig. (2-tailed)	.000	.000

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

After finding the result of pre-test and post test score, the researcher calculated the result of mean score and the standard deviation of students' pre-test and post-test score in both the control group and the experimental group.

The decision of Wilcoxon-Test is if the Asymp. Sig. (2-tailed) is < 0.05, the data is accepted. However, if the Asymp. Sig. (2-tailed) is > 0.05, the data is rejected.

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From table 4.9, it can be described in the output statistics that the value of Asymp.Sig (2-tailed) is 0.000, so the value is less than 0.05. The conclusion is "hypothesis is accepted".

The Z value of control class is -4.474 and the Z value of experimental class is -5.133. The statistics of Wilcoxon-Test showed that the experimental class gave higher score. It can be concluded that the used of collaborative strategic reading as teaching method was effective to improve students' ability in reading recount text.

## Discussion

Based on the research about The Use of Collaborative Strategic Reading (CSR) to Improve Reading Comprehension on Recount Text: The Case of Tenth Grade in SMA Negeri 2 Kendal in the Academic Year 2024/2025 had done, it showed that by taught with Collaborative Strategic Reading is effective to improving their reading recount text.

The students' reading skill in recount text taught without collaborative strategic reading. Based on the result of the test above, it showed that the mean score of pre-test is 50.288 and the mean score of post-test is 63.471. The findings indicated that there was no substantial increase detected in the scores between the pre-test and post-test. It was found that the students' ability in reading recount text was fair when they were not taught with collaborative strategic reading during learning. It can determine that without collaborative strategic reading is less effective because they just get a little information and difficult to understand the text. They didn't feel motivated enough to begin composing the content, and they also experienced lack of interest because they were not being taught through the method. This statement is reinforced by research conducted by Anwar (2020) which explain that most of the students exhibited a lack of interest in learning English, as they experienced minimal motivation when engaging with English texts. Several difficulties exist that the researcher must address, including: students' lack of comprehension regarding the meaning of English texts, the teacher's insufficient effectiveness in teaching English reading, and students' a lack of knowledge with reading English texts due to the significant differences compared to reading in Indonesia.

The students' reading skill in recount text taught with collaborative strategic reading. Students' ability in reading recount text who were taught with collaborative strategic reading has a significant effect improvement. Based on the result of the test above, it showed that the mean score of pre-test is 52.974 and the mean score of post-test is 78.362. It showed a significant improvement in their reading ability in recount text. It can find out that taught with collaborative strategic reading can help students to improve their reading skill in recount text. The students' is more interested and enjoy in the teaching learning activities. Collaborative strategic reading help students develop social skill such cooperation, negotiation, and conflict resolution. Also it can encourage students to actively engage with the material, making learning more interactive that can foster a deeper understanding of the material, improve communication and critical thinking skills. This statement is reinforced by research conducted by Nababan et al. (2022) which explain following the implementation of Collaborative Strategic Reading (CSR), there was a significant improvement in students' comprehension levels. The implementation of Collaborative Strategic Reading leads to increased student engagement, fostering an environment where they actively share their perspectives on the text and collaborate to deepen their understanding of its content. On the other words, collaborative strategic reading is one of method in teaching reading that can influence the students.

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The significant difference of the students' ability in reading recount text who taught without collaborative strategic reading and with collaborative strategic reading. Based on the findings of the research that was presented before, it was found that there is a clear difference between the students who taught recount text with collaborative strategic reading and the students who taught without collaborative strategic reading. This statement is reinforced by research conducted by Anwar (2020) the students who engaged in teaching without the use of collaborative strategic reading revealed a lower score compared to their opponents in the experimental class. The students who taught with collaborative strategic reading performed significantly better than the students who did not teach with collaborative strategic reading in their lessons. Pahlawan et al. (2023) argued that using collaborative learning within experimental groups provides students with enhanced opportunities to engage their prior knowledge of reading comprehension while fostering the development of their understanding throughout the treatment process. It is possible to draw the conclusion that students' reading skills in recount text can benefit from being taught with collaborative strategic reading (CSR) to improve their reading skills.

## Conclusion

From the research findings and discussion above, the researcher give conclusion that the students' reading skill in recount text of the tenth-grade students on SMA Negeri 2 Kendal in the academic year 2024/2025. The students' reading skill in recount text taught without collaborative strategic reading (CSR) which is control class in their learning process, had a lower score than the experimental class, which employed the utilization with collaborative strategic reading. It can be seen from the students' pre-test and post-test mean score. The mean score of the pre-test is 50.288 and the mean score of the post-test is 63.471 which is categorized as "Fair". There is no significant increase between the pre-test and post-test.

The students' reading skill in recount text taught with collaborative strategic reading (CSR) which is the experimental class is higher than the control class. This is evident from the mean score that the students received on both the pre-test and the post-test. The mean score of the pre-test is 52.974 and the mean score of the post-test is 78.362 which is categorized as "Good". There is a significant increase between the pre-test and post-test.

There is a substantially distinct of the students' reading skill in recount text between the students who taught with collaborative strategic reading (CSR) and the students who taught without collaborative strategic reading (CSR). The increase in grades occurred in all students in the experimental class of 34 students without decrease in grades while the increase grades in the control class occurred 25 students out of 34 with 9 students experiencing a ties in grade. So, it can be concluded that the use of collaborative strategic reading (CSR) is effective to improve students' reading skill in recount text.

Based on the findings, it is recommended that this research provide important information on different teaching methods in the classroom, as well as increase their capability and give insight in teaching learning process.

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