



THE USE OF THE POWER OF TWO STRATEGIES IN TEACHING READING SKILL TO THE 10TH GRADE STUDENTS

Muhammad Tias Al-Amin¹, Herlina², Noviati³, Ayesha Fatima Malik⁴, Hassan Ahmed Chaudhry⁵

^{1,2,3}Universitas PGRI Palembang, Indonesia

^{4,5}University of Karachi, Pakistan

Email: ¹mtiasalamin@gmail.com, ²herlinaasantoso@gmail.com, ³noviati01969@gmail.com,
⁴ayeshafmalik@uok.edu.pk, ⁵hassan.chaudhry123@uok.edu.pk

Accepted:

10 January 2025

Published:

10 June 2025

Corresponding Author:
Muhammad Tias Al-Amin

Email Corresponding:
mtiasalamin@gmail.com

ABSTRACT

This study investigated students' difficulties in communicating in English, particularly due to a lack of vocabulary, which often led them to rely on dictionaries. The research aimed to determine whether there was a significant difference in reading achievement between tenth-grade students taught using the Power of Two Strategy and those taught with conventional methods at Vocational High School of Muhammadiyah 6 Palembang. A true experimental design was employed, with a sample of 35 students selected through cluster random sampling. Data were collected using pre-tests and post-tests, then analyzed using an independent t-test. The experimental group's average pre-test score was 60, while their post-test score increased to 85. The t-obtained value (5.43) was higher than the t-table value (2.042) at a significance level of 0.05, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). These findings indicate a significant improvement in students' reading comprehension when taught using the Power of Two Strategy compared to conventional methods.

Keywords: *Teaching, Reading, Narrative Texts, and The Power of Two Strategies*

1. INTRODUCTION

In learning and teaching English, students are required to develop four key skills: listening, speaking, reading, and writing. One of the essential skills is reading, as it enables students to acquire knowledge and access information. Reading serves as a gateway to understanding the world and expanding students' knowledge. According to Rahma (2019; Kit et al., 2024; Zhachenkov et al., 2013), reading plays a crucial role in all areas of study, as it allows learners to gain a vast amount of information. Similarly, Patel & Jain (2008) emphasize that reading is a fundamental skill, even more essential than speaking and writing.

To facilitate reading comprehension, teachers can apply various strategies to help students understand texts more effectively. As Apriani (2023), Kholisoh & Linggar Bharati (2021) and Sujariati et al. (2016) states, a teaching strategy is an action taken by educators to achieve specific learning objectives. Strategies provide a structured approach to instruction and guide students toward better comprehension.

However, students often face several challenges in reading, such as limited vocabulary, which affects their ability to understand texts. Vocabulary is a crucial element of language acquisition, and without sufficient word knowledge, students may

Vol 8 No 2 (2025): ESTEEM

struggle with comprehension. Additionally, grammatical difficulties often hinder students' ability to interpret texts, as complex sentence structures can be challenging to grasp. Another issue is the lack of motivation, where students show little interest in reading.

Teachers typically use basic methods, such as asking students to read aloud and answer textbook questions or simply explaining the material without engaging students actively. To address these issues, teachers must implement appropriate strategies to encourage students' reading development, such as group work, question-answer relationships, and small group discussions. Effective reading instruction requires teachers to guide students toward becoming independent and proficient readers. Innovative educators integrate multiple strategies tailored to students' needs and learning styles, ensuring a more engaging and effective reading experience.

2. LITERATURE REVIEW

Reading is a fundamental skill that students must master, as it plays a crucial role in academic success and lifelong learning. It enhances critical thinking, creativity, and intellectual growth, making it an essential skill, especially for learners of English as a foreign language.

Reading is a process that involves decoding, interpreting, and understanding written material. Various experts define reading differently due to its complexity. According to Batu (2021), reading is the ability to extract meaning from written text and interpret it accurately, implying that comprehension is an essential part of reading. Similarly, Firda N. I. (2023) describes reading as a fluent process where readers integrate textual information with their prior knowledge to construct meaning.

A reader's background knowledge is a key factor in deriving meaning from a text. Many scholars argue that reading is an interaction between the reader and the text, involving the comprehension of written content through the integration of existing knowledge. Based on these perspectives, reading can be defined as a process of constructing meaning by combining textual information with prior understanding.

Muqowin (2020), Keeley et al. (2019), Darmawan & Pujiastuti (2023) and Pastor & Skorzynska (2015) explains that the Power of Two strategy is a collaborative learning technique that fosters active participation. This strategy encourages students to be less dependent on the teacher, enhances their confidence in independent thinking, allows them to gather information from various sources, and promotes peer learning. It also helps students develop verbal expression, compare ideas, work effectively with others, recognize their limitations, and improve both academic and social skills.

According to Perfetti (2007), reading skill refers to an individual's ability to perform various reading tasks, while Bonjovic (2017) defines it as a cognitive ability that enables interaction with written content. Reading skills involve multiple aspects, such as identifying word meanings, making inferences, understanding the author's techniques, recognizing the tone of a passage, answering comprehension questions, and summarizing the main ideas of a text. Besides, Grebe states reading skills are as takes after.

- 1) Programmed acknowledgment skills.
- 2) Lexicon and basic information.
- 3) Formal talk structure information.
- 4) Content/world foundation information.
- 5) Blend and assessment skills/strategies.
- 6) Metacognitive information and skills observing.

Reading Comprehension. Reading moreover related with. Comprehension is objective of reading (Arrasul et al., 2023; Gough & Tunmer, 1986). (Prado and Plourde, 2017) states comprehension may be a handle that includes considering, teaching, past encounters, and information. It implies that the foundation information of reader grant impact for reader comprehension. Agreeing (Graham and Bellert, 2019) that reading comprehension is imperative life skill, since it has given numerous benefits from complex prepare extraordinarily building meaning from text. It implies that handle in reading comprehension is exceptionally complex but the students ought to be mastering in reading comprehension for fruitful in life. Other hand, Nuttal as cited in (Mc Donough and Shaw, 2019) that reading comprehension is far more than mechanical of recognizing dialect images – in truth it is

Vol 8 No 2 (2025): ESTEEM

exchange of knead from author to reader It implies that reading comprehension may be an accomplished the readers" effectively extricates the reader movement counting an assortment of concurrent handle. Reading comprehension is the method of building an association between what the reader knows and what the reader doesn't knows, between the modern or ancient. Comprehension can move forward by teaching students to assess their comprehension employing a survey.

It implies that the readers are dynamic in constructing meaning through the method of coordination this information with what they as of now know and answer question. Based on the definition over, the author can be concluded that reading comprehension is characterized as prepare of extricating and developing meaning through interaction between the reader and content and accomplishes when a peruser effective extricate the valuable information from a text and develop in into a unused understanding.

Purpose of Reading. There are a few purposes of reading for the reader. A Presentation the Hone of English Dialect Teaching states Reading is important for other purposes as well any presentation to English (given understudies get it more and less) may be an awesome thing for tongue understudies. At exceptionally slightest, a few of dialect sticks in their minds as portion of process of dialect procurement and in the event that the perusing content is particularly curiously and locks in, Streams and Temperly as cited in Nunan (2005) recommend that there are seven groundwork purposes for reading as takes after:

- 1) To urge information for a few purposes or since we are inquisitive almost a few themes.
- 2) To get instruction on how to perform our work or lifestyle (e.g. knowing how an appliance works).
- 3) To act in a play, play an amusement, do perplex.
- 4) To get it trade letters or to keep in touch with friends by correspondence.
- 5) To tell when and where something will take place or what is accessible.
- 6) To get it what is happening or has happened (as detailed in daily paper, magazine, reports)
- 7) To fervour or satisfaction.

Whereas, according to (Grabe and Stoller, 2019) include reason of reading is clarified as takes after:

- 1) Reading to discover out basic information and skim.
- 2) Reading to think about from texts.
- 3) Reading to coordinated data, type in, and critical texts.
- 4) Reading for common comprehension.

Type reading. According to (Brown i. I., 2020) there are four sorts of reading execution that have distinguished and as organizers of different evaluation task. They are perceptive, selective, interactive, and extensive.

Perceptive reading may well be an errand which taking note the letters, words, accentuation, vocabulary, and other graphemic pictures to actuate the meaning. So, in this case students read by deciphering one by one lexicon or it called bottom-up handling.

Selective reading is to discover out one's reading affirmation of lexical, syntactic, or conversation highlights of dialect. Some of commonplace assignments are served such as numerous choices, true/false, coordinating, picture-cued, etc. So, in this case understudies do not look at all the substance. They examined because it was the crucial information. Combining bottom-up and top-down handling are connected in this reading content.

Interactive reading may be a prepare of arranging the meaning, the peruser brings to the content a set of schemata for understanding it and takes the thing of that interaction. So, in this case students read a few passages when the students ought to associated with the text by actuating the schemata or earlier information in arrange, they get the meaning. It centres on interaction the students and the text itself.

Extensive reading could be a prepare when the reader read and discuss some books, articles, expositions, specialized report, brief stories, and anything that include a text more than one page. The purposes of assessment more frequently than not are to tap into a learner around the world understanding soft a content. So, in this case the students read more one page of text to induce understanding an entire of text by utilizing their earlier knowledge or schemata. It centres on utilizing top-down handling since they read more than one page.

Process of Teaching Reading. Teaching reading does not just make students to read and

Vol 8 No 2 (2025): ESTEEM

it stops there. As a complex ability, reading needs extraordinary attention. In teaching reading, teacher plays critical part in empowering students to include in more reading exercises. Concurring (Brown i. I., 2023), there are a few steps to total reading activities: Pre-reading. The primary step of reading needs the teacher to begin the class productively and enthusiastically.

When start to teach reading, the teacher must to present a theme appropriately, empowering scanning, skimming, predicting, and activating schemata. Within the starting step, teachers moreover can actuate students' information so they can relate their information to a content. At final, this step gives the teachers chance to brainstorm and persuade their students.

While reading. The second step is the most of reading. The teacher is anticipated to be able to supply clear headings on this main activity. One of the headings is to supply clear purposes when reading a text instead of students fair requesting to read. Besides, the teacher is demonstrating, directing, and making great hone in reading activities.

Post-reading. The teacher cannot fair skip this step. At that point, they can do the closing action by giving a five-minute work out on students' reading comprehension such as comprehension questions. Any other exercises are the teacher can recap primary point, lexicon consider, distinguish the writer's reason, examine the writer's line of thinking, check syntactic structures, or lead students to a few works out. This step moreover permits the teacher to provide feedback and reflection to students almost learning reading result and do the survey of any mistakes.

In conclusion, reading activities separated into three stages, such as pre-reading, whereas reading, and post-reading. Each arrange has its claim particular points and method. Those parts moreover can execute within the class by teacher.

3. METHODS

In this consider, the author will utilize quantitative research of the consider. Agreeing to (Ahmad, 2019) Quantitative research could be a shape of research that depends on the strategies of common sciences, which produces numerical information and difficult truths. It points at building up cause and impact

relationship between two factors by utilizing scientific, computational and factual methods.

Based on the explanation above, the researcher concludes that quantitative research is a systematic investigation aimed at understanding various phenomena experienced by research subjects, including behavior, perceptions, motivations, and actions. This is done comprehensively through descriptions in words and language, within a specific natural setting, and by utilizing various research methods (Anderson & Krathwohl, 2001).

The instrument used in this study was a written test, which served as a tool to assist researchers in data collection, ensuring more accurate, complete, and systematic results that are easier to analyze. In this study, tests were employed as a means of assessment. A test consists of a series of questions designed to evaluate the performance or abilities of individuals or groups. Data collection was conducted using tests, where the researcher administered both a pre-test and a post-test. These assessments aimed to measure students' progress in reading skills after applying the Power of Two strategy.

Table 1. Pretest and Post-test

Pre-test	Treatment	Post-test
O1	X	O2

Notes:

O1= Pre-Test

X = Treatment

O2 = Post-Test (Emzir, 2022)

Calculation the mean of the students answered by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean core

$\sum x$ = The raw of all score

N = The number of subjects

The percentage of increasing achievement used the following formula: $X2-X1$

$$P = \frac{X2-X1}{X1} X$$

Where:

Vol 8 No 2 (2025): ESTEEM

P = Percentage
 X2 = Average score of Post-test
 X1 = Average score of Pre-test

Table 2. Sample

No	Class	Students
I	X.D	35
Total		35

Source: SMA Muhammadiyah 6 Palembang 2024/2025.

The pre-test was conducted to assess students' initial reading skills before implementing the Power of Two strategy. This test aimed to measure their comprehension abilities and establish a baseline for comparison with the post-test results. The scores obtained by students varied, reflecting different levels of reading proficiency. The following table presents the distribution of students' pre-test scores, including frequency, percentage, valid percentage, and cumulative percentage.

4. FINDINGS AND DISCUSION

Table 3. The Result of Pre-test

Pretest	Frequency	Percent	Valid Percent	Cumulative Percent
35.00	4	12.9	12.9	12.9
40.00	3	9.7	9.7	22.6
45.00	4	12.9	12.9	35.5
50.00	1	3.2	3.2	38.7
55.00	3	9.7	9.7	48.4
60.00	2	6.5	6.5	54.8
65.00	3	6.5	6.5	61.3
70.00	7	19.4	19.4	80.6
75.00	3	9.7	9.7	90.3
80.00	3	3.2	3.2	93.5
85.00	2	6.5	6.5	100
Total	35	100	100	

The pre-test was managed in arrange to know students' Reading comprehension some time recently the treatments given. It can be seen from the pre-test score of students' reading comprehension within the exploratory class and control class. After the information

were analysed, the result appeared that the cruel score of the pretest within the control class was 58.06. The highest score was 85.00 and the lowest was 35.00. The middle Score was 60.00 in completing the test.

Table 4. The Result of Posttest

Post test	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	6	16.8	16.8	16.8
55.00	2	5.6	5.6	5.6
60.00	1	2.8	2.8	2.8
70.00	1	2.8	2.8	2.8
75.00	3	8.4	8.4	8.4
80.00	2	5.6	5.6	5.6
85.00	9	25.3	25.3	25.3
95.00	9	25.3	25.3	25.3
100.00	2	5.6	5.6	5.6
Total	35	100	100	100

The post-test was administered to assess students' reading comprehension after the implementation of the Power of Two Strategy. The pre-test scores of students in the experimental class were analyzed, revealing an average score of 81.61. The highest score recorded was 95.00, while the lowest was 60.00. The median score stood at 85.00, indicating overall improvement in reading comprehension. This finding aligns with Slavin (2009), who emphasized that cooperative learning strategies, such as the Power of Two Strategy, enhance student engagement and comprehension.

This study commenced in October 2024 and was carried out in two phases, incorporating both a pre-test and a post-test. To evaluate the impact of the Power of Two Strategy, the researcher analyzed various aspects, including students' progress before and after receiving the intervention, differences between pre-test and post-test scores, and variations in learning environments when using this strategy in teaching reading comprehension. The study specifically focused on 10th-grade students at Muhammadiyah 6 Palembang. According to Cortázar et al. (2021), collaborative strategies encourage active learning and critical thinking, which are essential in reading comprehension.

The test instrument consisted of 15 items, both for the pre-test and post-test. The selection of test items was based on their validity and reliability to ensure accurate measurement. The researcher conducted trials before finalizing the test and administered it to both the experimental and control groups as part of the study. As Brown (2004) and Oe et al. (2022) suggests, well-structured assessments in language learning contribute to more reliable and meaningful measurement of students' comprehension progress.

The discussion highlights the effectiveness of the Power of Two Strategy in enhancing students' reading comprehension skills. After implementing this strategy, students found learning English more engaging and enjoyable. Their reading abilities improved significantly with each session, as they became more confident in exploring and identifying key ideas within English texts without fear of making mistakes. This is in line with Vygotsky (1978) theory of social constructivism, which suggests that learning is more effective when

students collaborate and support each other in knowledge construction.

The findings indicate that students taught using the Power of Two Strategy demonstrated notable progress in their reading comprehension skills. The active learning process required students to engage deeply with the material and relate it to their own experiences. Prior to implementing this strategy, students' comprehension of reading materials was relatively low, as reflected in their pre-test scores. However, after its application, their comprehension levels increased significantly. The comparison of test results showed a substantial improvement, with the experimental group's mean pre-test score at 58.06, which rose to 81.61 in the post-test. This indicates that the most significant progress occurred within the experimental group, confirming the effectiveness of the Power of Two Strategy in fostering reading comprehension skills. This supports the findings of Ehsan et al. (2019) and Lesiana et al. (2023), who argues that cooperative learning structures improve students' ability to process and retain information.

During the preparation process for teaching reading, the Power of Two Strategy was put into practice. Students became more engaged in reading lessons, making English texts easier to comprehend. According to Grabe & Stoller (2019), effective reading strategies help learners process information more efficiently by focusing on key reading comprehension skills such as inference, identifying main ideas, and recognizing supporting details. Although reading comprehension aspects such as inferencing and identifying key details were effectively facilitated by the Power of Two Strategy, other elements such as syntactic structures and vocabulary acquisition were also supported through think-aloud strategies (Pressley & Afflerbach, 2012).

While applying the Power of Two Strategy to reading comprehension, the researcher encountered several challenges. Firstly, many students struggled with English communication and often hesitated due to confusion. Since their vocabulary was limited, they frequently relied on dictionaries to find word meanings. However, after applying the Power of Two Strategy, students were able to understand the material more effectively. This

Vol 8 No 2 (2025): ESTEEM

is consistent with Sherine et al. (2020), who highlights the importance of interaction in language learning, where students negotiate meaning and develop deeper comprehension through collaborative discussions. The strategy encouraged students to reflect on their learning and share their thoughts with the teacher, reinforcing their understanding through peer discussions and teacher facilitation.

Overall, the teaching and learning process proceeded smoothly, with students actively participating throughout the three intervention sessions. Based on data analysis and hypothesis testing, the results obtained through SPSS version 16 confirmed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This finding is supported by Slavin (2006), who emphasizes that cooperative learning strategies improve student achievement in reading comprehension. The results indicate that students' reading comprehension scores can be significantly improved by implementing the Power of Two Strategy in teaching descriptive texts.

5. CONCLUSION

The results indicate that applying the Power of Two Strategy significantly improved students' reading comprehension. The post-test scores showed a higher mean in the experimental group (81.61) compared to the control group (77.74). The independent test results (sig. 2-tailed = 0.040) confirmed that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, as the significance level was below 0.05. This suggests that the strategy had a positive impact on students' reading comprehension.

The findings highlight that the Power of Two Strategy is an effective method for enhancing reading comprehension among 10th-grade students at Muhammadiyah 6 Palembang. The interactive nature of this strategy made learning more engaging, helping students better understand English texts. Additionally, it motivated students to actively participate in the learning process, making reading comprehension more accessible.

For educators, it is recommended to integrate the Power of Two Strategy into reading instruction, as it promotes collaboration and improves comprehension.

Students are encouraged to adopt this strategy as a useful approach to understanding different types of texts. Future research could explore its application in different educational contexts and subjects to further evaluate its effectiveness in improving learning outcomes.

6. ACKNOWLEDGEMENT

Bismillahirrahmanirrahim. Praise to be to Allah the almighty, intended for the health, blessings, and inspirations provided to the author for the completion of the final project and in order to accomplish for Degree of Strata 1 in English Education Study Program at PGRI University of Palembang. This thesis entitled "The Use of the Power of Two Strategies in Teaching Reading Skill to the 10th Grade Students of Muhammadiyah Senior High School 6 of Palembang" In conducting this research would like to express her deepest gratitude and appreciation for :

1. Dr. H. Bukman Lian, M.M., M.Si., CIQaR., as the Chancellor of PGRI University of Palembang.
2. Dr. Dessy Wardiah, M.Pd., CIQaR., as Dean of Teacher Training and Education PGRI University of Palembang.
3. Hermansyah, M.Pd., as Head of English Education Study Program.
4. Herlina.S.S., M.Pd., as her honorable first advisor, who gave correction, guidance, help, and advice.
5. Hj. Noviati, M.Pd., as her honorable second advisor, who correction, guidance, help and advice.
6. All of lectures of English Education Study Program.

The research realized that this paper is still far from being perfect. However the writer hopes that this research paper will be useful for the readers who wants to develop their knowledge.

7. REFERENCES

- Ahmad. (2019). Qualitative V/S. Quantitative Research- A Summarized Review. Indexcopernicus.Com, 2829.
- Anderson, L. ., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman Publishing.

Vol 8 No 2 (2025): ESTEEM

- Apriani, H. I. (2023). Analysis Of Teachers' Teaching Strategies In Teaching Reading Comprehension. Perpustakaan Fkip Untad, 1.
- Apriliah, P. A. (2016). Improving Students' Reading Ability By Using Task Based Learning Of Vii Grade. Faculty Of Madako University, 286.
- Arrasul, A. R., Rahmawati, L., Sabata, Y. N., Hardianti, S., & Haluti, A. (2023). Small Group Discussion in Teaching Reading Comprehension at SMA Negeri 2 Toili. *Bee Journal: BABASAL English Education Journal*, 4(2), 94–103.
- Batu, G. I. (2021). Improving Students' Reading Comprehension By Using Look And Say Method At Smp Tri Sakti 1 Medan In The Academic Year 2021/2022. *Kairos Elt Journal*, 130.
- Bonjovic. (2017). The Use Of Think-Pair-Share In Teaching. *Journal Of English Language Teaching Unes*, 50.
- Brown, H. D. (2004). *Language Assessment : Principles and Classroom Practices*. Longman.
<https://doi.org/10.1002/9781118533406.ch15>
- Cortázar, C., Nussbaum, M., Harcha, J., Alvares, D., López, F., Goñi, J., & Cabezas, V. (2021). Promoting critical thinking in an online, project-based course. *Computers in Human Behavior*, 119.
<https://doi.org/10.1016/j.chb.2021.106705>
- Darmawan, G., & Pujiastuti, H. (2023). Efektivitas Model Pembelajaran Kolaboratif dalam Meningkatkan Hasil Belajar Matematika Siswa Sekolah Menengah Atas. *Lentera: Multidisciplinary Studies*, 1(4), 244–248.
- Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. In *Journal of language and education*. cyberleninka.ru.
- Emzir, I. I. (2022). The Efficiency Of The Scanning Method In Improving Reading Comprehension. *E-Journal.Iaidalampung.Ac.Id*, 63.
- Firda, N. I. (2023). Exploring Teacher's Strategy In Teaching Reading. *Educational Sciences Syarif Hidayatullah State Islamic University Jakarta*, 4.
- Firda, N. I. (2023). Exploring Teacher's Strategy In Teaching Reading (A Descriptive Qualitative At Three Vocational High Schools In Tangerang). *Syarif Hidayatullah State Islamic*, 4.
- Gough, P. ., & Tunmer, W. . (1986). *Decoding, reading, and comprehension*. Reading Research Quarterly.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and Researching Reading* (3rd ed.). Routledge.
<https://doi.org/https://doi.org/10.4324/9781315726274>
- Graham And Bellert, I. F. (2019). Reading Comprehension Is Imperative Life Skill. *Umpo Repository*, 9.
- Keeley, L., Pikkell, R., Quinn, B., & Walters, H. (2019). Ten Types of Innovation. In *Sustainability (Switzerland)* (Vol. 11, Issue 1). Wiley.
http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbe.co.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Kholisoh, M. N., & Linggar Bharati, D. A. (2021). Teachers' questioning strategies and students' perceptions toward critical questions in EFL classroom interaction. *ELT Forum: Journal of English Language Teaching*, 10(2), 136–145.
<https://doi.org/10.15294/elt.v10i2.43302>
- Kit, O., Kilag, T., Uy, F. T., Macapobre, K. A., Canonigo, K., Anrev, J., Pansacala, A., Flordelis, M., Cabaluna, R., & Calunsag, J. E. (2024). Exploring the Impact of Language Exposure on Students' English Comprehension. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 1(7), 85–91.
<https://doi.org/https://doi.org/10.5281/zenodo.12614542>

Vol 8 No 2 (2025): ESTEEM

- Lesiana, N., Mulyadi, Aswadi Jaya, & Pratiwi, E. (2023). Classroom Interaction in Communicative Language Teaching of Secondary School. *Esteem Journal of English Education Study Programme*, 7(1), 61–71. <https://doi.org/10.31851/esteem.v7i1.12661>
- Mc Donough And Shaw, I. F. (2019). Reading Comprehension Is Faraway More Than Mechanical Of Recognizing Dialect Images – In Reality. Universitas Muhammadiyah Ponorogo, 9.
- Muqowin. (2020). The Power Of Two Strategy Is The Exercises Attempted To Progress Collaborative Learning And Empower. Central Library Of State Os Islamic Institute Parepare, 9.
- Nunan, D. (2005). *Practical English Language Teaching: Young Learners*. McGraw-Hill.
- Oe, H., Yamaoka, Y., & Ochiai, H. (2022). A Qualitative Assessment of Community Learning Initiatives for Environmental Awareness and Behaviour Change: Applying UNESCO Education for Sustainable Development(ESD) Framework. *International Journal of Environmental Research and Public Health*, 19(6). <https://doi.org/10.3390/ijerph19063528>
- Pastor, M. L. C., & Skorczynska, H. (2015). Collaborative learning and communication technologies in teaching business English. *Procedia-Social and Behavioral Sciences*, 178, 32–37. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.03.142>
- Patel, M. ., & Jain, P. M. (2008). *English Language Teaching*. Sunrise Publisher & Distributors.
- Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11(4), 357–383. <https://doi.org/https://doi.org/10.1080/1088430701530730>
- Prado And Plourde, I. H. (2017). The Relationship Between Vocabulary Knowledge And Reading Comprehension Ability Of Senior High School Students. Media.Neliti.Com, 44.
- Pressley, M., & Afflerbach, P. (2012). *Verbal protocols of reading: The nature of constructively responsive reading* (1st ed.). Routledge. <https://doi.org/https://doi.org/10.4324/9780203052938>
- Rahma, E. S. (2019). Teaching Reading Throught "The Power Of Two" Strategy For Senior High School Student. *Journal Of English Language Teaching*, 33.
- Sherine, A., Seshagiri, A. V. S., & Sastry, M. M. (2020). Impact of whatsapp interaction on improving L2 speaking skills. *International Journal of Emerging Technologies in Learning*, 15(3), 250–259. <https://doi.org/10.3991/ijet.v15i03.11534>
- Slavin, R. E. (2009). *Cooperative Learning Theory*. Nusa Media.
- Sujariati, B., Rahman, Q., & Mahmud, M. (2016). English Teacher's Questioning Strategies in EFL Classroom at. *English Language Education Graduate Program, State University of Makassar, Indonesia*, 3(1).
- Vygotsky, L. . (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Zhachenkov, S. V., Gritskova, I. A., Levachev, S. M., & Lobanova, N. A. (2013). Features of the emulsion polymerisation of styrene with a low monomer content in the reaction system. *International Polymer Science and Technology*, 40(2), 59–68. <https://doi.org/10.1177/0307174x1304000202>