



Improving the Students' Ability in Reading Comprehension By Using Reciprocal Questioning (ReQuest) Strategy at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023

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Abstrak

Membaca adalah hal yang penting dan berfungsi sebagai landasan dasar dalam proses pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam membaca pemahaman. Peneliti menggunakan strategi Reciprocal Questioning (ReQuest). Subyek penelitian ini adalah siswa kelas VIII UPTD SMP Negeri 2 Gunungsitoli Utara yang jumlah siswanya 31 siswa. Instrumen yang digunakan peneliti untuk mengumpulkan data yaitu kertas observasi, catatan lapangan dan tes. Dalam penelitian ini peneliti menggunakan Penelitian Tindakan Kelas (PTK) dan dilaksanakan dalam dua siklus. Hasil Siklus I siswa tidak ada siswa yang termasuk dalam kategori "sangat baik", ada 5 siswa (16,12%) pada tingkat "baik", ada 2 siswa (6,45%) di pada tingkat "cukup", terdapat 14 siswa (45,16%) pada tingkat "kurang" dan terdapat 10 siswa (32,25%) pada tingkat "gagal". Rata-rata nilai siswa pada Siklus I adalah 52,09. Hal tersebut menunjukkan bahwa siklus I tidak berhasil, maka penelitian ini dilanjutkan ke siklus berikutnya. Hasil Siklus II menunjukkan bahwa terdapat 18 siswa (58,06%) yang tergolong dalam kategori "sangat baik". Ada 13 siswa (41,94%) pada tingkat "baik". Tidak ada siswa pada tingkat "cukup", tingkat "kurang" dan tingkat "gagal". Nilai rata-rata siswa adalah 86,61. Hasil penelitian menunjukkan bahwa penerapan strategi Reciprocal Questioning (ReQuest) dalam penelitian ini berhasil meningkatkan pemahaman membaca siswa.

Kata Kunci: Strategi Reciprocal Questioning (ReQuest), Pemahaman Membaca.

Abstract

Reading is essential and served as a basic foundation in English learning process. The objective of this research is to improve the students' ability in reading comprehension. The researcher used Reciprocal Questioning (ReQuest) strategy. The subject of this research is the students of UPTD SMP Negeri 2 Gunungsitoli Utara, eighth grade which is the total number of the students were 31 students. The instruments that used by the researcher to collect the data, namely observation paper, field note and test. In this research the researcher used Classroom Action Research (CAR) and applied in two cycles. The result of

Cycle I, the students' there was not students classified in the "very good" level, there were 5 students (16,12%) in the "good" level, there were 2 students (6,45%) in the "enough" level, there were 14 students (45,16%) in the "less" level and there were 10 students (32,25%) in the "fail" level. The average of the students' mark in Cycle I is 52.09. It showed that Cycle I was not successful, so this research has continued to the next cycle. The result of Cycle II it showed that there were 18 students (58,06%) classified in the "very good" level. There were 13 students (41,94%) in the "good" level. There were not students in the "enough" level, "less" level and "fail" level. The average of the students' mark was 86.61. The result showed that the implementation of the Reciprocal Questioning (ReQuest) strategy in this study is successful to improve the students' reading comprehension.

Keywords: Reciprocal Questioning (ReQuest) strategy, Reading Comprehension

Introduction

Reading is essential and served as a basic foundation in English learning process. Reading in English language learning is one of the four language learning skills that students needed to know. On the other hand, reading is the activity of understood and obtained information from written texts. The main purpose of reading is comprehension absolutely, either for details or not. Reading allowed a person to receive and understood information, ideas, opinions, or felt from the text they were reading. For example, when a reader read a book, newspaper, magazine, article, journal, et cetera, they could thus obtained new information from the text.

Comprehension is the process by which a person clearly understood the meaning of writing or speech. Comprehension is the goal of reading. According to Nunan (2003) in Ersianawati, et al (2018) stated that goal of reading is comprehension. In other words, the students expected be able to comprehend the text beside of decoding the written words. Supported by Khoiriyah (2010:1) in Fahas (2021) stated that reading comprehension is the act of combined information passage with prior knowledge in order to construct meaning. Reading comprehension is also defined as the thought process by which readers perceived ideas, understood them in the context of

experience, and interpreted them according to their own needs and goals.

Logically, reading as one of the four skills taught in *Curriculum-2013*. In syllabus of the eighth grade students of Junior High School, Core Competence expected the students were capable in understanding, applying, analysing, and evaluating factual, conceptual, procedural, and metacognitive knowledge based on the students' curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilization-related caused phenomenon and events. Meanwhile, the basic competence is captured meaning contextually related to social functions, text structure, and linguistics elements of oral and written recount text, very short and simple, related to personal experiences in the past (personal recount). Then, compiled oral and written recount text, very short and simple, related to personal experiences in the past (personal recount). One of the indicators is wrote meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount text, very short and simple. While the Minimum Competence Criterion (*KKM*) of English subject that has been determined by the school is 65.

Based on the researcher's observation and information from the English teacher,

there were some problems that found in the teaching learning process particularly in the reading comprehension toward the students at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara. First, the students felt difficult to comprehend the reading text. This is because students rarely used reading texts in English. Second, students were reluctant to ask and answered questions in English teaching and learning process because they were afraid that their ideas were wrong or felt confused in setting up questions and answers in English. Third, the limitations of using English teaching strategy by teacher. Teacher still used inappropriate strategies in the process of teaching English. The teaching given by teacher still used conventional methods. Which, teacher was position as owners of knowledge while students were only recipients of this knowledge. As a result, the learned atmosphere became passive and students became uncritical. In addition, the used of less attractive learning media to affect students lazy to learn. Fourth, the lack of the students' active and motivation in learning English. And the last, students were not able to achieve the indicators in the teaching process.

Those problem above, affected the students ability to achieve the Minimum Competence Criterion (KKM), while they have to passed the test and got the score 65. There were many students did not can achieve the score and failed. Related of the problems above, it influenced by various factors. Supported by Alexander (1983) in Ersianawati et al (2018) stated that the factors that affected the students understood a text were the way of teaching reading, students' personality, motivation, habit, and social economy. It could be seen that motivation is one of elements in comprehended the text. In addition of motivation, teacher's way of teaching reading is another factor.

Teacher as a motivator has a big role to be a guided for the students and helped

them to solve their learning problems. In this case, the teacher have to found a solution in solved the problem by using an interesting strategy. Therefore, researcher tried apply this Reciprocal Questioning strategy as a teaching strategy on reading comprehension that could be use in taught students in a fun way learning. Reciprocal Questioning strategy that made the students actively engage in the text through questions. In other words, Reciprocal Questioning strategy given the students the opportunity to be active and creative in their teaching learning process. Because, they could have asked about the something what they were not know about text to teacher through question. Request strategy has the advantage could help to respond the reading a specific text, helped obtain the new information, achieved students potential in reading passage and provided feedback questions student.

In this research, to solve the problems the researcher as a candidate of teacher tried to applied reciprocal questioning (ReqQuest) strategy to motivate the students in improved their reading comprehension. This strategy has steps as follow: the teacher explained the material about Recount Text based on syllabus; distributed text to the students; the teacher and students read silently a selected portion of the text; the teacher given the time for students to made prediction and asked the question; the students responded the teacher's questions; teacher has set purposes of reading the text; the students must closed the book in this phase; the teacher also asked about some questions related of the text; and the last the teacher concluded and closed the teaching learning activity.

Regarding to the explanation above, the researcher conducted Classroom Action Research, by entitled **"Improving the Students' Ability in Reading Comprehension By Using Reciprocal Questioning (ReQuest)**

Strategy at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023”.

Method

In this research, the researcher used the Classroom Action Research (CAR) method. According to Rosada (2020), Classroom Action Research (CAR) is administrated by the teacher to share their experiences to overcoming the problem faced in classroom. In addition, According to Mettetal (2001) in Humairoh et al (2021) said “classroom action research is a method of finding our what works best in your own classroom so that you can improve student learning”. In other words, Classroom Action Research is an essential action for the teachers who were competent in improved practice, to change the learning into the new learning and new practice that benefits for the students.

Classroom Action Research is appropriate with the research done. Because the researcher tried to improve the students’ ability in reading comprehension through the implementation of Reciprocal Questioning (ReQuest) strategy and also as professional practice. In this case, the researcher wanted to make better the condition in the classroom based on the previously problem by using the CAR.

Classroom Action Research is used to improve the students’ ability in teaching-learning process. In conducted this research, the researcher needed an English teacher as a teacher collaborator to help herself to observe the activities during teaching and learning process when conducted the research. As stated in Arikunto et al (2008:22) in Panjaitan (2018), it is suggested for the beginner researcher to make collaboration in conducting an action research. It means that the English teacher helped the researcher in planning, action, observation and reflection. So it is possible for the researcher to ask many suggestions

from the teacher collaborator in conducted this research.

Procedure of the Research

In conducted of this research, the researcher arranged the procedure of action implementation in one or more cycles. The goal of this research is improve the students’ ability in reading comprehension by using Reciprocal Questioning strategy in teaching reading comprehension about recount text. Each cycle consist of 3 (three) meetings. Each meeting has the time allocation 2 x 40 minutes. If Cycle I is unsuccessful, the researcher continued to the next cycle until the students can achieve Minimum Competence Criterion (MCC). Moreover, if the research is successful in Cycle I, the researcher directly taken the conclusion and the result report.

According to Arikunto et al (2008: 20) in Panjaitan 2018, mentioned four steps in action research: planning, actions, observation, and reflection. So, the procedures are arranges, as follows:

1. Planning is the preparation activity. The researcher prepared lesson plan, material, evaluation paper, observation paper and other thing that should be prepared for did the research.
2. Actions is involved the process of the activities in teaching learning process and realization of strategy, it is aimed to improve the problem.
3. Observation is activities of collected data about what happen in the lesson during and after the lesson. In this step the English teacher will observe the teaching and learning processes when conducting CAR. The result of this observation can also be a source of reflections.
4. Reflection, is the activity in noting, analyzing, and evaluating the data from the observation result and thought about what happend in the class and taken some conclusions regarding how

to improve or develop the steps of the strategy in next cycle.

Setting and Schedule of the Research

The location of this research is UPTD SMP Negeri 2 Gunungsitoli Utara that is located in Jln. Tafaeri KM. 14,2 Tetehosi Afia village. There were 2 English teachers there, and one of them is going to be the teacher-collaborator in this research. The total number of the teachers were 32 persons and the total number of students were 259 persons consisting of 10 classes.

In this research, the researcher limited the research for a month. This research started in the first on May 2023 up to the late on June 2023. This research held in cycles and each cycle consists of three meetings. The researcher chose did this research on this time because the reading skill is taught on this period based on the time allocation refer of academic calendar at UPTD SMP Negeri 2 Gunungsitoli Utara.

Subject of the Research

The subject of this research is the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara. The total number of the students eighth grade is 93 persons. In class C which consists of 31 students, they are 14 females and 17 males. The researcher chose this class because they have weakness in reading comprehension ability. For the clearer condition of the eighth grade in UPTD SMP Negeri 2 Gunungsitoli Utara show in the following table:

Table 3.1

The Condition of the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023

No	Class	Total
1	VIII A	30
2	VIII B	32
3	VIII C	31

TOTAL	93
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(Source: the administration office of UPTD SMP Negeri 2 Gunungsitoli Utara)

Variables of the Research

In this research consists of two variables. Those are dependent and independent variables. According to Sugiyono (2016: 39) in Rahman et al (2019), stated that Independent Variable is the independent variable (X) this variable is often referred to as a stimulus, predictor, and antecedent variable. In addition, he also stated that Dependent Variable / Bound Variable are variable that are affected or the result, because of the independent variable. The dependent variable used in this study is real used. In other words, the independent variable is the variable that influenced, the cause of the change or the appearance of the dependent variable (dependent). So, in this research the independent variable is Reciprocal Questioning strategy and the dependent variable is reading comprehension on recount text.

Instrument of the research

In this research, researcher used observation, field note and test (evaluation paper) as instruments to collect all information and data during the research.

Data collecting technique

The researcher used the techniques to collect the data in this research. The following of data collected technique such as:

3.7.1 Technique of Qualitative Data Collection

In this research, observation did by the researcher to collect the qualitative data. In conducted of the observation process, the researcher needed a collaborator to observe. It difficult if the researcher observed while

teaching the students too. The collaborator observed the classroom activity using an observation checklist. Observation is did during the class. Observation were aimed to gain the data about the factors that supported the changes of students' reading comprehension included material, classroom activity, media, classroom management, teaching strategy and teacher's approach.

3.7.2 Technique of Quantitative Data Collection

To collected the quantitative data, the researcher gave the students reading comprehension test. Reading comprehension test given in each cycle. It is related to the reading indicators. This is conducted to find out the extend of Reciprocal Questioning strategy can improve students' skill in reading comprehension.

Data analysis technique

In obtained the results of this research, all the data collected by the researcher during the research process analyzed. The data included both qualitative and quantitative data. In analyzing both of the data, the researcher did these steps below:

3.9.1 Qualitative Data Analysis

In this research, the researcher analyzed the students' reading comprehension after the researcher collected all the data needed by observed and evaluated the students. According to Mezmir (2020), stated that Qualitative data analysis is the classification and interpretation of linguistic (or visual) material to made statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making could refer to subjective or social meanings.

Meanwhile, qualitative data analysis is a method that could be used to explore and explain phenomena or patterns in real-life

situations. This method usually involved both an initial overview of the data to identify key themes, as well as a more detailed analysis to develop categories or interpret the meaning of the data.

In analyzing the qualitative data, the researcher used the method, as described below:

- a. Reduction of data, evaluated and classified data based on the information and organized according to the statement of this research.
- b. Explanation of data, all data that have been organized by the teacher classified to get meaning in the table, graphic or narration forms.
- c. Conclusion, after explanation of the data was made; the researcher took conclusion about the data in statement or formula.

The steps in analyzing the qualitative data that is obtained from the observation paper. The observation paper analyzed and evaluated through this percentage formula adapt from Tuckman in Nurgiyantoro (2019) namely:

$$\text{Percentage (\%)} = \frac{\text{Activites done}}{\text{done}} \times 100$$

After that, the researcher calculated the percentage for each observation paper of students' and the researcher's activities in each meeting to know whether the teaching learning process runs well as designed in the lesson plan. Either the researcher or the students' activities calculate to find the percentage of the activities. Finally, the students' activity is interpreted to the following scale (%).

Then, according to Bogdan in Andrade (2020) the researcher activities were interpreted to the following scale (%) :

Table 3.6
 The interpretation Range of Students' reading Comprehension Achievement

Score	Teaching and learning level
85% - 100%	Very good level
70% - 84%	Good level
60% - 69%	Enough level
50% - 59%	Less level
0% - 49%	Fail level

3.9.2 Quantitative Data Analysis

According Rahman & Muktadir (2021), Quantitative data analysis is a statistical method of analyzed numerical data collected online or offline, polls, questionnaires, and surveys, or by considered pre-existing statistical data more mathematically with the helped of computational techniques. It means that quantitative data analysis involved the used of mathematical and computational techniques, such as statistical tests, regression analysis, and data visualization, to analyzed and interpreted numerical data collected through various means such as online or offline polls, questionnaires, surveys, or pre-existing statistical data. So, the steps in analyzing the quantitative data which is obtained from the evaluation paper. The evaluation paper is analyzed by doing these following steps:

- a. Knowing the students' individual score for each question number by following the techniques of reading comprehension assessment created by Djiwandono.

Score = The content accuracy score + the clarity organization score

So, the amount of the students' individual score is counted by using this formula:

Students total score = The sum of all scores of each question

- b. After got the students score the researcher decided the students mark by using this following formula as follows:

$$\text{Students mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

- c. Then, to know the students reading comprehension, the researcher decided the percentage of each students' comprehend and also decide

$$TP = \frac{FB}{N} \times 100$$

the whole percentage of all students comprehend by using the formula suggested by Tukmanin Nurgiyantoro (2019), as follows :

Notes:

- TP = degree of percentage
- FB = the students' mark
- N = the amount of the subject
- 100 = the constant number

After got the students' value individually and the percentage totally, each interpreted by using the formula of the percentage from the degree of the students' ability individually and totally could be classified in some categories. In classifying the degree of the students' ability in Reading Comprehension, the researcher classified them into some categories as follows:

85% - 100% : the ability of the students is very good level

- 75% - 84% : the ability of the students is good level
- 60% - 74% : the ability of the students is enough level
- 40% - 59% : the ability of the students is less level
- 0% - 39% : the ability in very fail level

As the indicator of the students achievement, the researcher used *MCC* that has been decided in UPTD SMP Negeri 2 Gunungsitoli Utara (*KKM* = 65). The students who got mark \geq *KKM* are successful, but the students who got $<$ *KKM* means unsuccessful.

In this research, the researcher got the effect in analyzing the data. It could be advantages or weaknesses. The advantages of this research is the researcher got the new information about how to improve the students' ability in reading comprehension and the weakness is found in the students and the researcher difficulties during teaching learning process.

Results and Discussion

Cycle I

In doing the Cycle 1, the researcher took three meetings. The three meetings were done in VIII-C which consisted of 31 students and all of them were present at the time. In this cycle, each meeting was done with 2 x 40 minutes. The researcher did it on May 2023 were the first meeting did on Monday, 22nd May 2023, the second meeting did on Tuesday, 23rd May 2023, and the third meeting did on Friday, 26th May 2023. The process of doing the research in Cycle 1 implemented the four elements namely planning, action, observation and reflection.

In this step, the researcher did the teaching-learning process in the classroom which consisted of pre-teaching, whilst-teaching, and post-teaching. After planning, the researcher conducted the action in the classroom. The researcher entered the class and did the activities based of lesson plan.

While the teacher collaborator helped conduct the observation of researcher and students. Based on result above the researcher did the reflection to analyze and evaluate the result.

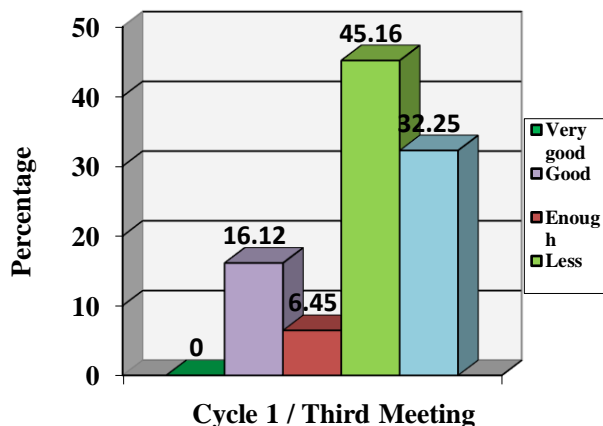
In the third meeting of Cycle I, the researcher examined the students' ability in reading comprehension especially on recount text by using Reciprocal Questioning Strategy. After checking the result of the students' evaluation test (multiple choice test), it can be explained in table below:

Table 4.7
 The Students' Ability in Reading Comprehension By Using Reciprocal Questioning at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in Cycle I

N o.	Level	Score	Frequency	Percentage %	MC C
1	Very good	85 - 100	0	0	65
2	Good	75 - 84	5	16,12%	
3	Enough	60 - 74	2	6,45%	
4	Less	40 - 59	14	45,16%	
5	Fail	0 - 39	10	32,25%	
Total			31	100%	

The result of the students' ability in Cycle 1 could be viewed in graphic 4.7 below:

Graphic 4.7 The Students' Achievement in Reading Comprehension By Using Reciprocal Questioning Strategy at the Third Meeting in Cycle I



Cycle II

In doing the Cycle 2, the researcher took three meetings again. In this cycle, each meeting was done with 2 x 40 minutes. The researcher did it on May-June 2023 were the first meeting did on Tuesday, 30th May 2023, the second meeting did on Monday, 5th June 2023, and the third meeting did on Tuesday, 6th June 2023. The process of doing the research in Cycle 1 also implemented the four elements namely planning, action, observation and reflection.

The researcher conducted the action in the classroom with the teacher-collaborator. The action conducted by the researcher and observed by the teacher-collaborator when entered the classroom. The action such as greeting the students, asked the students' condition, checked the attendance list, reviewed, reminded and motivated the students about the last material.

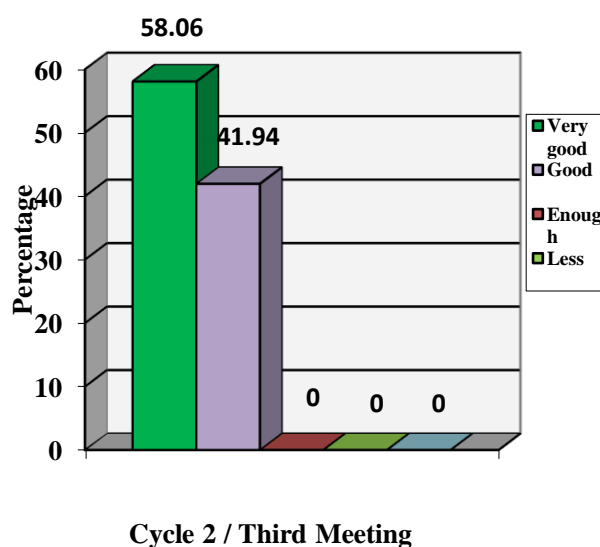
In the third meeting of Cycle II, the researcher examined the students' ability in reading comprehension especially on recount text by using Reciprocal Questioning Strategy. After checking the result of the students' evaluation test (multiple choice test), it can be explained in table below:

Table 4.8 The Students' Ability in Reading Comprehension By Using Reciprocal Questioning at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in Cycle II

N o.	Level	Score	Frequency	Percentage %	MC C
1	Very good	85 - 100	18	58,06%	65
2	Good	75 - 84	13	41,94%	
3	Enough	60 - 74	0	0%	
4	Less	40 - 59	0	0%	
5	Fail	0 - 39	0	0%	
Total			31	100%	

The result of the students' ability in Cycle 2 could be viewed in graphic 4.14 below:

Graphic 4.14 The Students' Ability in reading comprehension by using Reciprocal Questioning strategy at the Third Meeting in Cycle II



Conclusion

Based on the result of the research, the researcher took some conclusions. In Cycle 1 consisted of three meetings. The average of the students' mark in cycle I in reading comprehension by using Reciprocal Questioning Strategy was 52.09. The students' score in Cycle I, was unsuccessful. It showed that there was not student (0%) classified in the "very good" level. There were 5 students (16,12%) in the "good" level. There were 2 students (6,45%) in the "enough" level. There were 14 students (45,16%) in the "less" level and there were 10 students (32,25%) in the "fail" level. From the total number of students there were 7 students able to achieve the MCC (65) while 24 students still unable to achieve it.

In Cycle II also consisted of three meetings. The students' ability got improvements in reading especially in recount text by using Reciprocal Questioning Strategy. In addition, the average of the students' mark was 86.61. Which the students' score in Cycle II, was satisfied. It showed that there were 18 students (58,06%) classified in the "very good" level. There were 13 students (41,94%) in the "good" level. There were not students in the "enough" level, "less" level and "fail" level. From the all of students, there were not the students is failed but able to achieve the MCC (65). This result showed that the students were successful to do the reading comprehension by using Reciprocal Questioning strategy in comprehending the recount text.

Based on the clarification above, the researcher concluded that Reciprocal Questioning strategy could improve the students' ability in reading comprehension especially in recount text at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023.

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