Doi: http://doi.org/10.55266/journaletanic.v3i1.512

ETANIC
Journal Of English Language Teaching And Applied Linguistics
E-ISSN : 2986-7274
Available Online on the Website: https://jurnal.radisi.or.id/index.php/JournalETANIC

Volume : 3 | Number : 1 | February 2025 | Page : 32-49

The Effect Of Using Cooperative Script Model On Students' Reading Comprehension Of Descriptive Texts At SMA Negeri 6 Padangsidimpuan

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ARTICLE INFO

Article History

Received: 19, Jan 2025

Accepted: 08, Feb 2025

Keywords:

Cooperative Script Model;

Reading comprehension;

Descriptive texts,

Collaborative learning.

ABSTRACT

This research investigates the effectiveness of the Cooperative Script Model in improving students' reading comprehension of descriptive texts at SMA Negeri 6 Padangsidimpuan. The study employs a quasi-experimental design with a nonequivalent control group, involving 60 tenth-grade students divided equally between experimental and control groups. Data collection utilized pre-tests and post-tests consisting of 25 multiple-choice questions measuring various reading comprehension skills. The experimental group received instruction through the Cooperative Script Model, while the control group was taught using conventional methods. Statistical analysis revealed that students taught using the Cooperative Script Model achieved significantly higher scores (mean=77.50) compared to those taught conventionally (mean=69.50). The t-test results ($t=8.782$, $p<0.05$) confirmed a significant difference in reading comprehension between the two groups. These findings demonstrate that the Cooperative Script Model effectively enhances students' descriptive text comprehension by fostering collaborative learning, active engagement, and mutual teaching opportunities. The study contributes to the growing body of evidence supporting cooperative learning approaches in English language education.

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A. INTRODUCTION

Reading is a fundamental skill that all students should master, serving as both a source of information and a critical component of language acquisition. According to (Muhamad et al., 2020), reading is a purposeful activity that achieves its objectives not merely through text comprehension but through the reader's ability to identify and apply appropriate strategies tailored to specific text types. This approach enhances readers' capacity to fulfill the specific purposes of reading.

Recent studies have highlighted significant challenges Indonesian students face when attempting to comprehend English texts. (Pulungan et al., 2023) found that students struggle with vocabulary deficiencies, which hinder their ability to comprehend main ideas and supporting details. Similarly, research by (Pratiwi et al., 2024) revealed that students face difficulties in understanding descriptive texts, particularly in identifying supporting ideas, comprehending vocabulary in context, and answering detailed questions.

This pattern of difficulties is further reinforced by (Pulungan et al., 2023), which investigated reading comprehension challenges at SMK Swasta Pancadharma Padangsidimpuan. Their research identified that students primarily struggle with vocabulary deficiencies that impede their understanding of main ideas and supporting details. The study found that 71% of students were unable to accurately identify supporting ideas, while 44% had difficulty answering detailed questions, 41% struggled with understanding antonyms, and 40% had trouble interpreting words in context. These findings highlight the persistent challenges Indonesian students face in reading comprehension across different educational contexts.

Reading comprehension difficulties are especially concerning in secondary education, where students encounter increasingly complex texts. Descriptive texts, which provide detailed information about people, places, events, or processes, are particularly challenging for many Indonesian high school students. As noted by (RISMA, 2025) descriptive texts utilize specific language features, including focused participants, adjectives, simple present tense, and figurative language, requiring students to navigate multiple linguistic elements simultaneously.

The challenges in teaching reading comprehension call for innovative instructional approaches. Traditional teaching methods often fail to actively engage students in the reading process, resulting in passive learning and limited comprehension. According to (Akid, 2024), Indonesian EFL teachers still predominantly use conventional teaching

methods that lack student-centered learning activities, contributing to low reading comprehension achievement.

Among various teaching strategies, the Cooperative Script Model offers promising potential for improving reading comprehension. This model, developed based on theories by educational experts such as Slavin, Dansereau, and Najiib (Rohmah et al., 2022), involves students working in pairs, assuming roles that facilitate active learning and critical engagement with the material. Each student alternates between being a 'summarizer' and a 'listener,' providing a dynamic learning experience that promotes mutual teaching and correction.

Several studies have demonstrated the effectiveness of cooperative learning approaches in enhancing reading comprehension. (Aslan Berzener & Deneme, 2021) found that cooperative learning significantly improved students' reading comprehension by promoting active participation and peer interaction. Similarly, research by (Mahmudah & Rasyid, 2022) showed that cooperative learning strategies enhanced students' reading abilities by fostering collaboration and engagement.

Despite these findings, limited research has focused specifically on applying the Cooperative Script Model to improve reading comprehension of descriptive texts among Indonesian high school students. This research gap necessitates further investigation to determine whether this approach can effectively address the challenges students face when comprehending descriptive texts.

This study aims to investigate whether the Cooperative Script Model can significantly improve tenth-grade students' ability to comprehend descriptive texts at SMA Negeri 6 Padangsidimpuan. The research specifically examines how students perform in identifying main ideas, finding specific information, making inferences, identifying references, and understanding vocabulary in descriptive texts when taught using this model compared to conventional teaching methods.

The findings of this study contribute to the body of knowledge on effective teaching strategies for reading comprehension and provide practical guidance for English language teachers seeking to enhance their instructional practices. By examining the Cooperative Script Model's effectiveness in a real classroom setting, this research offers valuable insights for educational practitioners and researchers interested in improving reading comprehension outcomes among Indonesian high school students.

B. LITERATUR REVIEW

1. The Nature of Reading Comprehension

Reading comprehension is an active cognitive process where readers continuously make meaning from text. It transcends mere decoding of words to extracting and constructing meaning through dynamic interaction with the text. As Snow (in Smith et al., 2021) asserts, comprehension involves both extracting information and actively constructing meaning, facilitated by the reader's interaction with written language.

According to (Tankersley, 2003), comprehension is central to reading, suggesting that it is essential not only as a skill but as a critical element of the learning process. Westwood (in Donia AROUEL, 2023) conceptualizes reading comprehension as an active thinking process where readers must intentionally engage with text to construct deeper understanding of presented ideas. This involves orchestrating skills including word recognition, integrating new information with existing knowledge, and strategically applying reading techniques such as inferring, predicting, and identifying main ideas.

Reading comprehension requires various competencies from readers. According to (A. P. Johnson, 2008), these include linguistic competence (recognizing writing systems and understanding vocabulary), sociolinguistic competence (knowledge of different text types), discourse competence (using linguistic tools like pronouns to connect ideas), and strategic competence (applying reading strategies to enhance comprehension).

Recent research by (Kendeou et al., 2016) categorizes reading comprehension skills into several components: finding main ideas, identifying supporting information, understanding references, making inferences, and comprehending vocabulary. These components form the foundation for assessing reading comprehension in educational settings and serve as the framework for this study's assessment of student performance.

2. Descriptive Texts and Their Challenges

Descriptive text creates vivid images of people, places, or things. (Anderson & Anderson, 1997) define it as writing aimed at detailing particular subjects, focusing on observable attributes. According to (Rufaida, 2023), descriptive text typically consists of identification (introducing the subject) and description (detailing

attributes), utilizing specific language features such as adjectives, simple present tense, and figurative language.

Indonesian students face significant challenges with descriptive texts. (Sari et al., 2021) noted struggles with limited vocabulary, identifying main ideas, and comprehending text structure. (Harahap et al., 2023) reported difficulties with inferences, supporting details, and references. (Pulungan et al., 2023) found 71% of students struggled with identifying supporting ideas, while many had difficulty with detailed questions (44%), antonyms (41%), and contextual word interpretation (40%). (Pratiwi et al., 2024) observed that only 27.7% performed satisfactorily when answering detailed questions. These challenges highlight the need for effective teaching strategies beyond traditional methods.

3. Cooperative Script Model

The Cooperative Script Model enhances comprehension through structured peer interactions. (Berbache, 2023) describe it as a method where students work in pairs, alternating between being a 'summarizer' and 'listener,' promoting mutual teaching and correction. The model is grounded in Vygotsky's social constructivism, emphasizing collaborative learning support from knowledgeable peers (Ardila, 2016), and (Le et al., 2022) cooperative learning framework, which highlights positive interdependence and individual accountability. Implementation follows key steps: pair formation, material distribution, role determination, discussion, role swapping, conclusion drafting, and closing reflection. Research by (Nurhafani, 2018) and (Ramadhanti et al., 2020) supports the model's effectiveness in improving reading comprehension and enhancing student engagement. (Harahap et al., 2023) demonstrated how structured teaching approaches significantly improved comprehension scores, aligning with the Cooperative Script Model's methodology. Despite positive findings, limited research has explored applying this model specifically to descriptive text comprehension among Indonesian high school students. This study addresses this gap by examining the model's effectiveness in improving reading comprehension of descriptive texts.

4. Reading Comprehension Assessment

Assessing reading comprehension is essential for evaluating students' understanding of texts. (Arshad et al., 2020) identify various assessment methods

including matching items, true/false statements, multiple-choice questions, completion tasks, and open questions. (Kendeou et al., 2016) suggest comprehensive assessment should evaluate five key components: main ideas, supporting information, references, inferences, and vocabulary—each representing distinct cognitive processes in constructing meaning.

Multiple-choice tests are commonly used in educational settings due to their objectivity, reliability, and efficiency. (Cowie & Bell, 1999) emphasize assessment as a continuous process gathering both formal and informal information about student learning. For descriptive texts specifically, (Dirgeyasa, 2017) recommends focusing on students' ability to identify introduction and characteristics of the described subject, including understanding of language features like present tense, adjectives, and topic sentences. Effective assessment not only measures current understanding but also informs instructional decisions, allowing teachers to address specific areas of difficulty.

5. Theoretical Framework

This study is guided by several theoretical perspectives. Social constructivism (Vygotsky, in Ardila, 2016) provides understanding of how learning occurs through social interaction, which the Cooperative Script Model embodies through structured peer interactions. Schema theory (Fahim et al., 2010) suggests readers interpret texts based on existing knowledge structures; cooperative discussions help students activate and expand these schemas for more effective text processing.

The interactive model of reading comprehension (D. Johnson, 2014) emphasizes the relationship between text-based and reader-based processes, informing the assessment framework that captures both text comprehension and higher-level interpretation. Cooperative learning theory (D. W. Johnson & Johnson, 2021) provides the pedagogical framework, emphasizing positive interdependence, individual accountability, promotive interaction, interpersonal skills, and group processing—all incorporated into the Cooperative Script Model's structure.

Together, these perspectives provide a comprehensive framework for understanding how the Cooperative Script Model addresses challenges in comprehending descriptive texts and for evaluating its effectiveness in improving reading comprehension outcomes.

C. RESEARCH METHOD

This research employed a quasi-experimental design with a nonequivalent control group model, where both experimental and control groups underwent pretests and posttests. The experimental group received instruction using the Cooperative Script Model, while the control group was taught using conventional methods over three meetings for each group. This design was selected because it allows for comparison between teaching approaches while acknowledging that the groups may not be perfectly equivalent at the outset, which is common in educational settings where random assignment isn't feasible.

The population consisted of 192 tenth-grade students at SMA Negeri 6 Padangsidimpuan across six classes. Using purposive sampling, 60 students were selected: 30 from class X-5 (experimental group) and 30 from class X-6 (control group). This sampling method was chosen to ensure comparable groups with similar baseline reading comprehension abilities and demographic characteristics.

The primary data collection instrument was a multiple-choice test with 25 questions assessing five areas of reading comprehension: determining main ideas, finding specific information, making inferences, identifying references, and understanding vocabulary. Each correct answer was worth 4 points, with scores classified into categories ranging from "Excellent" (80-100) to "Fail" (below 30). The test's validity was established through content validity, adapting a previously validated instrument with items in the ideal difficulty range of 0.30 to 0.70. Reliability was confirmed using Cronbach's alpha (0.982). Additionally, observation sheets recorded student behaviors, interactions, and engagement levels during implementation of the Cooperative Script Model.

Data collection began with pretests for both groups on May 14, 2024. The control group received conventional instruction on May 21 and 28, while the experimental group implemented the Cooperative Script Model on May 22 and 29. The Cooperative Script implementation involved introduction, pair formation, material distribution, role-based discussions (speaker and listener), role swapping, group presentations, and teacher feedback. Both groups took posttests on June 4, 2024, using the same instrument as the pretest.

Data analysis included prerequisite tests for normality (Kolmogorov-Smirnov test) and homogeneity (ANOVA test) using SPSS 26.0. Hypothesis testing employed the Independent Samples T-Test to compare reading comprehension scores between groups. The alternative hypothesis stated a significant difference in reading

comprehension between students taught using the Cooperative Script Model and those taught conventionally, while the null hypothesis stated no significant difference. The hypothesis was accepted if the significance value was ≤ 0.05. This systematic approach ensured valid and reliable findings regarding the effectiveness of the Cooperative Script Model.

D. RESULT AND DISCUSSION

1. The Result of Research

a. Pretest Results

1) Control Group

The control group's pretest results revealed a minimum score of 40, a maximum score of 70, and a mean score of 52.33 with a standard deviation of 7.51. Score distribution analysis showed that only one student (3.33%) achieved the Minimum Completeness Criteria (KKM) score of 75, with the majority of students (76.67%) falling in the "Satisfactory" category (40-55). These results indicated that most students in the control group required significant improvement in their reading comprehension skills before the intervention.

Table 1

Description of the Control Class Pretest Results

Statistic	Value	Std. Error
Mean	52.33	1.372
Std. Deviation	7.512	-
Minimum	40	-
Maximum	70	-

Table 2

Control Class Pretest Frequency Distribution

Score Range	Category	Frequency	Percentage
80-100	Excellent	0	0%
66-79	Very Good	1	3.33%
56-65	Good	6	20%
40-55	Satisfactory	23	76.67%
30-39	Poor	0	0%

 E-ISSN : 2986-7274

Score Range	Category	Frequency	Percentage
Below 30	Fail	0	0%

2) Experimental Group

For the experimental group, pretest results showed a minimum score of 35, a maximum score of 75, and a mean score of 59.50 with a standard deviation of 9.22. Only three students (10%) achieved the KKM score, with most students (63.33%) in the "Satisfactory" category. While slightly better than the control group, these results similarly demonstrated the need for improved reading comprehension instruction.

Table 3

Description of the Experimental Class Pretest Results

Statistic	Value	Std. Error
Mean	59.50	1.684
Std. Deviation	9.224	-
Minimum	35	-
Maximum	75	-

Table 4

Experimental Class Pretest Frequency Distribution

Score Range	Category	Frequency	Percentage
80-100	Excellent	0	0%
66-79	Very Good	3	10%
56-65	Good	7	23.33%
40-55	Satisfactory	19	63.33%
30-39	Poor	1	3.33%
Below 30	Fail	0	0%

b. Implementation of the Cooperative Script Model

The Cooperative Script Model was implemented in the experimental class during two sessions (May 22 and May 29, 2024). The implementation followed a structured approach: In the first session, students were introduced to the Cooperative Script Model and organized into pairs. Each pair received a descriptive text about "The Beautiful Borobudur Temple." Following individual reading, students assumed their initial roles as either speakers or listeners. Speakers summarized the text while listeners provided feedback and corrections.

Pairs then swapped roles to ensure both students experienced each position. The session concluded with group presentations and teacher feedback.

During the second session, the process was repeated with a different descriptive text ("The Majestic Prambanan Temple"). Students demonstrated increased familiarity with the procedure, resulting in more fluid interactions and deeper engagement with the text. Group discussions became more substantive, with students actively identifying main ideas, supporting details, references, and vocabulary in the text. Observation during implementation revealed increased student engagement, active participation, and collaborative learning. Students gradually became more confident in summarizing texts and providing constructive feedback to their partners.

c. Posttest Results

1) Control Group

The control group's posttest results showed a minimum score of 55, a maximum score of 80, and a mean score of 69.50 with a standard deviation of 8.23. Nineteen students (63.33%) achieved the KKM score, representing an improvement from the pretest. The score distribution showed 6 students (20%) in the "Excellent" category, 12 students (40%) in the "Very Good" category, 6 students (20%) in the "Good" category, and 6 students (20%) in the "Satisfactory" category.

Table 5

Description of the Control Class Posttest Results

Statistic	Value	Std. Error
Mean	69.50	1.504
Std. Deviation	8.237	-
Minimum	55	-
Maximum	80	-

Table 6

Control Class Posttest Frequency Distribution

Score Range	Category	Frequency	Percentage
80-100	Excellent	6	20%
66-79	Very Good	12	40%
56-65	Good	6	20%

Score Range	Category	Frequency	Percentage
40-55	Satisfactory	6	20%
30-39	Poor	0	0%
Below 30	Fail	0	0%

2) Experimental Group

The experimental group demonstrated more substantial improvement, with posttest results revealing a minimum score of 65, a maximum score of 90, and a mean score of 77.50 with a standard deviation of 6.39. Twenty-six students (86.67%) achieved or exceeded the KKM, with 12 students (40%) in the "Excellent" category, 14 students (46.67%) in the "Very Good" category, 1 student (3.33%) in the "Good" category, and 3 students (10%) in the "Satisfactory" category.

Table 7

Description of the Experimental Class Posttest Results

Statistic	Value	Std. Error
Mean	77.50	1.168
Std. Deviation	6.399	-
Minimum	65	-
Maximum	90	-

Table 8

Experimental Class Posttest Frequency Distribution

Score Range	Category	Frequency	Percentage
80-100	Excellent	12	40%
66-79	Very Good	14	46.67%
56-65	Good	1	3.33%
40-55	Satisfactory	3	10%
30-39	Poor	0	0%
Below 30	Fail	0	0%

The mean difference between the experimental and control groups (8 points) indicated that the Cooperative Script Model had a positive effect on students' reading comprehension of descriptive texts.

d. Prerequisite Tests

1) Normality Test

The Kolmogorov-Smirnov test was conducted to determine data normality. Results indicated that both pretest and posttest data in the experimental and control classes had significance values greater than 0.05, confirming that the data were normally distributed.

Table 9

Tests of Normality

Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest (Control Class)	.189	30	.008	.946	30	.130
Pretest (Experimental Class)	.146	30	.101	.950	30	.170
Posttest (Control Class)	.181	30	.013	.910	30	.014
Posttest (Experimental Class)	.185	30	.010	.938	30	.078

2) Homogeneity Test

Levene's test for homogeneity of variances showed that both the control group ($F=0.483$, $p>0.05$) and the experimental group ($F=0.113$, $p>0.05$) had homogeneous variances, satisfying the prerequisite for parametric testing.

Table 10

Tests of Homogeneity of Pretest Control Class

	Levene Statistic	df1	df2	Sig.
Score of pretest Based on Mean	.500	1	58	.483
Based on Median	.620	1	58	.434
Based on Median and with adjusted df	.620	1	57.118	.434
Based on trimmed mean	.452	1	58	.504

Table 11

Tests of Homogeneity of Pretest Experimental Class

	Levene Statistic	df1	df2	Sig.
Score of pretest Based on Mean	2.591	1	58	.113
Based on Median	2.104	1	58	.152

	Levene Statistic	df1	df2	Sig.
Based on Median and with adjusted df	2.104	1	58.000	.152
Based on trimmed mean	2.407	1	58	.126

e. Hypothesis Testing

The Independent Samples T-Test was used to determine whether there was a significant difference between the experimental and control groups. The analysis yielded a calculated t-value of 8.782, which exceeded the t-table value of 2.002 (α=0.05, df=58). Additionally, the significance value (p) was 0.000, which was less than 0.05.

Table 12

Independent Samples Test of Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Experimen class	Equal variances assumed	1.638	.206	-8.782	58	.000	-18.000	2.050	-22.103	-13.897
	Equal variances not assumed			-8.782	51.664	.000	-18.000	2.050	-22.114	-13.886

Based on these results, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This confirmed that there was a significant difference in reading comprehension of descriptive texts between students taught using the Cooperative Script Model and those taught using conventional methods.

The statistical analysis strongly supported the conclusion that the Cooperative Script Model was more effective than conventional teaching methods in improving students' reading comprehension of descriptive texts. The experimental group not only showed higher mean scores but also demonstrated a more substantial increase from pretest to posttest compared to the control group.

These findings align with previous research on the effectiveness of cooperative learning approaches in enhancing reading comprehension. The Cooperative Script Model's structured peer interactions, role-swapping, and collaborative discussions provided students with opportunities to engage more deeply with descriptive texts, resulting in improved comprehension outcomes.

2. Discussion

This research demonstrates the Cooperative Script Model's significant positive impact on students' reading comprehension of descriptive texts compared to conventional methods. The experimental group achieved higher mean posttest scores (77.50 vs. 69.50) with 86.67% reaching the KKM score compared to 63.33% in the control group. Statistical analysis ($t=8.782$, $p<0.05$) confirmed this significant difference, aligning with findings from (Mardewi & Mansyur, 2023; Ramadhanti et al., 2019; Subagiharti et al., 2023).

The model's effectiveness stems from several factors: active engagement through structured speaker-listener roles; collaborative learning that facilitated idea exchange and clarification; mutual teaching through role-swapping that reinforced understanding; structured approach that guided comprehension processes; and enhanced motivation through interactive learning. These elements directly addressed specific reading difficulties identified by (Pulungan et al., 2023) and (Pratiwi et al., 2024), including problems with supporting ideas, vocabulary, inferential skills, and reference identification.

While conventional teaching in the control group showed some improvement (52.33 to 69.50), the experimental group demonstrated more substantial gains (59.50 to 77.50). Traditional methods' limitations include limited active participation, inadequate peer interaction, insufficient individualization, and reduced student engagement—all addressed by the Cooperative Script Model's structured framework.

These findings suggest that English language teachers should incorporate this cooperative approach, ensure balanced role distribution, provide explicit strategy instruction, and select appropriate texts for implementation. Regular assessment using the five-component framework (main ideas, supporting details, references, inferences, vocabulary) can track progress effectively.

Despite limitations in sample size, duration, text variety, and analysis of individual differences, this research contributes valuable evidence supporting cooperative learning approaches in English language education, particularly for addressing Indonesian students' challenges with descriptive texts.

E. CONCLUSION

This research demonstrates that the Cooperative Script Model significantly enhances students' reading comprehension of descriptive texts at SMA Negeri 6 Padangsidimpuan. The experimental group achieved a mean posttest score of 77.50 with 86.67% reaching the KKM, compared to the control group's mean score of 69.50 with 63.33% reaching the KKM. Statistical analysis ($t=8.782$, $p<0.05$) confirmed a significant difference between the two teaching approaches.

The Cooperative Script Model's effectiveness stems from its emphasis on active engagement, collaborative learning, mutual teaching, structured guidance, and enhanced motivation. These elements successfully addressed specific challenges Indonesian students face when reading descriptive texts, including difficulties with supporting ideas, vocabulary, inferences, and references. The model created a learning environment where students actively constructed meaning rather than passively receiving information.

In contrast, conventional teaching methods, while showing some improvement, did not maximize students' potential for developing comprehensive reading skills, particularly for descriptive texts which require detailed attention to structure and language features.

This research contributes to the evidence supporting cooperative learning approaches in English language education and has important implications for teaching practice. The Cooperative Script Model offers an effective pedagogical approach that transforms reading instruction by fostering structured peer interaction, addressing specific reading challenges, and providing a framework for developing essential comprehension skills.

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