

# Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text

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## Abstract:

The study's goal was to determine the impact of using Bloom's Taxonomy on students' ability to read discussion text. This study was carried out at SMA Swasta Islam Azizi Medan, which is located on Jalan Kesatria, No.70, Kec. Medan Perjuangan, Kota Medan. The experimental design was used as the research method. The study was carried out during the 2019/2020 academic year. This study's population was made up of 40 students from the third through twelfth grades. There were 40 students in the sample. An experimental design would be used in this study, with two groups: experimental and control. The experimental group employs Bloom's taxonomy strategy, whereas the control group does not. The control group does not outperform the experimental group in terms of class control. The written test is the research instrument. The findings of this study revealed that  $t$  observed value was greater than  $t$ -table, indicating that  $t$ -test  $>$   $t$ -table ( $9,55 > 2,021$ ). The theory was accepted. It means that using Bloom's taxonomy strategy had a significant effect on students' ability to read discussion text.

## Keywords:

Bloom's Taxonomy Strategy, Reading, Discussion Text

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## 1. Introduction

The development of education for the nation's children, as well as progress in long-term units, will be able to predict the quality of the nation in the coming decades. The end of the planned education results in fruit where the average community is highly educated. The society of a developed country will bring progress in various fields such as development, science, technology, economics, social, politics and civilization. This shows the existence of education is so important. To obtain advanced, high education and develop the need for a plan that relates to the national goals of education for the nation. Indonesia in the national education system No 20 of 2003 states that the aim of national education is to create a generation of people who believe and fear the Almighty God and have noble character, knowledge, skills, smart and creative. Education is the main key to the success and progress of a nation and

country in creating a better generation of the nation [9]. Education is closely related to life because education is the most important factor in a person's ability to solve problems in life. Education is a process for a person to gain knowledge, experience, and behaviour. Through a good education system, a nation or country will have quality human resources.

Nurhadi who says that “reading is a complex activity that involves various factors that come from within the reader and outside factors [13]. These factors are called internal and external factors. Both factors affect reading ability. Somadayo said that the main purpose of reading comprehension is gaining understanding. Reading comprehension is a reading activity that attempts to understand the contents of the reading/text as a whole [17,2]. According to a broad view, reading is seen as an activity to process ideas. that is, the reading does not only contain the author's message, but the message is processed again. “Through critical and creative thinking activities, the reader interprets the meaning of deeper reading”, [13,12]. Hence, effect is the power that exists or arises from something (people, things) that contributes to a person's character, beliefs or actions [11]. Zain said that “Effect is (1) the power that causes something to happen; (2) something that can shape or change something else; (3) submit or follow because of the strength or strength of others” [20].

Strategy is a weapon to find goals in student learning so that the achievement of a learning process is effective and efficient. The strategy is basically still conceptual about the diction to be taken implementation of learning. Learning strategies include plans, methods, approaches, techniques and tactics [19]. Hazmanan defined Strategy is a multidimensional concept that summarizes all critical activities of the organization, provides direction and objectives and facilitates various changes needed as adaptations to environmental developments” [7, 8]. According to Sanjaya, “At first, the term strategy was used in the military world, where it was interpreted as a method of using all military power to win a war” [15]. Someone who manages the strategy to win the war will consider how the strength of the troops he has both seen from the quantity and quality” before taking action. There are five reasons teachers must prepare various teaching strategies, as follows:

- a. The teacher must find ideas for orienting students' intellectual development.
- b. The teacher is not only a source of learning, but as a director and regulates in interaction, the teacher is often trapped in conditions that are not appropriate in conducting intimate activities.
- c. The teacher must have the techniques and types to ask, is it just to ask students for attention, ask questions to track questions to develop for abilities and test.
- d. The teacher must influence logical and rational thinking pleasantly.
- e. The teacher is given the task to provide opportunities for hypotheses to students openly.

That the strategy is used to obtain success and success in planning objectives which contain a series of activities designed to achieve certain educational goals.

Bloom said that facilitating communication is the major objective of constructing a taxonomy for educational goals [3]. In our first study of the project, we recognized it as a way of improving ideas and materials sharing among test professionals and other persons participating in the research on education and curricula. For example, it would allow a group of schools to distinguish similarities and differences between the

objectives of their various education programmes, if taxonomy is used to help develop a precise definition and classification of terms as “thinking” and “problem solving,” that are vaguely identified. Their tests and other instruments for assessing the efficacy of such schemes might be compared and shared. As a result, they will be able to obtain a better grasp of the relationship between their learning experiences and changes in their students.

The usage of taxonomy can also aid to take a look at the focus that a certain set of educational programs put on certain conducts. Therefore, a teacher can find that they all fit under the taxonomy area of recalling or remembering knowledge when determining the aims of a teaching body. When considering the categories of taxonomy, it can seem that there are some aims to use this knowledge and to analyze the settings in which the knowledge is applied. Cognitive aspects are aspects related to thinking ability. According to the theory put forward by Benjamin S. Bloom 1956, this cognitive aspect consists of six levels or levels arranged like steps. That's sixth this level is knowledge, comprehension, application, analysis, analytical, synthesis, evaluation. Anderson and Krathwohl – Bloom's Taxonomy Revised (2001) is Remembering, Understanding, Applying, Analyzing, Evaluating, Creating.

Reading is an enjoyable, intense, and private activity for many people, from which much pleasure can be derived and in which one can become completely absorbed. Reading is done in private. It is a mental, or cognitive, process in which a reader attempts to follow and respond to a message from a writer who is geographically and temporally distant. Because of this privacy, the first thing we need to know about the reading process is our reading habits. This ability is critical for being a good reader. Reading in this case does not only read a table, diagram, chart, or another picture, but it also reads everything that contains data. The important thing is that you can correctly read and deliver the data and eliminate ambiguity. Reading is a communication process that necessitates a number of skills; for example, reading is a thinking process rather than an exercise in eye movements [5]. According to the definition above, that reader's knowledge of the world is based on firsthand experience. This varies according to country, region, and culture. Reading is one component of written communication. Reading allows one to absorb information submitted by others in writing [16].

According to the researcher's observations, some students have difficulties learning English, particularly when it comes to reading discussion text skills. Students have difficulty reading due to the general structure and language features of reading; students cannot arrange words they cannot afford due to a lack of vocabulary; students do not understand grammar; students are also bored with the teacher's teaching strategies; and students are not interested in learning, particularly reading. One of the alternative strategies that can increase the problem of students' abilities in reading is to use Bloom's taxonomy because Bloom's taxonomy has a goal of skill level thinking, namely remembering, understanding, applying, analyzing, evaluating, and create. The text must be clear enough so that all students can see well, so they can read the text. In reading, students learn important concepts about how print works, feel learning and begin to think of themselves as readers [6]. By using Bloom's taxonomy students are more understanding in reading discussion texts. In this case, the purpose of education is divided into three domains, namely the cognitive, affective and psychomotor domains, so reading a discussion text will make students more creative with the Bloom's taxonomy used. Based on the theory of the above problems, the researcher

was interested in conducting a study entitled “The Effect of Using Bloom’s Taxonomy Strategy on Students’ Ability to Reading Discussion Text.”

## 2. Method

This study employed quantitative experimental design. A quantitative research is, according to Creswell, a way to test objective hypotheses by investigating the link between variables [4,1]. In this investigation method, variables are described, correlations between variables examined and interactions between variables of cause and effect determined [14,10]. The research population of the academic year 2019-2020 was derived from students in the 12th grade of SMA Swasta Islam Azizi Medan, consisting of two classes. 12th to 1, 13th to 12th. There are therefore a total of 40 students in this project. The samples of XII-1 were selected, consisting of 20 experimental students, and XII-2, consisting of 20 controlling students. Pre-test, therapy and post-test were available. And here we follow the procedure;

**Table 1.** *The Procedure in Experimental Group.*

No.	Experimental Group	
	Teacher’s Activities	Student’s Activities
1.	Greets the students.	Answer the teacher’s greeting.
2.	Motivates the student by informing the students’ about ability reading that will be used in the class.	Listen the teacher’s explanation.
3.	The teacher introduce the students to the topic.	Listen the teacher’s.
4.	The teacher invites the student to the predict the text from the cover, title, and illustrations.	The students receive invited the teacher.
5.	The teacher gives as short simulation introduction.	Listen the teacher’s.
6.	The teacher reads the text as naturally as possible with a few stop.	The studends join read the text.
7.	The teacher encourage students to predict as the read, drawing on their understanding of the text and their knowledge of the structure of language.	Listen the teacher’s.
8.	The teacher reads, the text several times.	The students will be able to join in.

**Table 2.** *The Procedure in Control Group.*

No.	Control Group	
	Teacher’s Activities	Student’s Activities
1.	Greets the students.	Answer the teacher’s greeting.
2.	Motivates the student by explaining that reading is very important to increase their knowledge about English.	Listen the teacher’s explanation.
3.	Explains about discussion text which relate to the material.	Listen the teacher’s explanation.
4.	Teacher ask students to pay attention to discussion text in their answer sheet.	Pay attention to discussion text in their answer sheet.
5.	Teacher ask the students to answer some questions from the reading passage.	Answer the question.

Following the collection of data from the test, the data is analyzed using the following procedure:

Measuring the differences in scores between the experimental and control groups on the pre-test and post-test. Separate the scores into two tables, one for the experimental group and one for the control group.

Calculating the total score from the pre-test and post-test in the experimental and control groups. The t-test was used to calculate the results, as shown below [18]:

a. Calculating Mean Score:

$$\bar{x} = \frac{\sum xi}{n} \text{ (Sugiyono, 2017)}$$

b. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \text{ (Sugiyono, 2017)}$$

c. Calculating correlation Product Moment between X1 and X2

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \text{ (Sugiyono, 2017 : 255)}$$

d. Determining the percentage of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

e. Hypothesis test (t-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left( \frac{s_1}{\sqrt{n_1}} \right) \left( \frac{s_2}{\sqrt{n_2}} \right)}} \text{ (Sugiyono, 2017 : 275)}$$

### 3. Results and Discussion

In order to answer the research question, the data were analyzed by computing reliability and t-observed, which were related to examine the hypothesis. This study's data consisted of the pre-test and post-test scores, which were used to calculate the mean and standard deviation of the experimental and control groups. The results of the pre-test and post-test are as follows:

**Table 3.** Differences Score Between Pre-test and Post-test of Experimental Group.

No	Students' Initial	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>
1	AH	50	80	2500	6400
2	AS	60	80	3600	6400
3	AY	60	70	3600	4900
4	AS	60	80	3600	6400
5	BS	60	70	3600	4900
6	DN	60	80	3600	6400
7	FR	70	90	4900	8100
8	MF	70	80	4900	6400

No	Students' Initial	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>
9	MR	50	70	2500	4900
10	MR	60	80	3600	6400
11	NA	60	70	3600	4900
12	NU	80	90	6400	8100
13	PR	70	90	4900	8100
14	RR	70	80	4900	6400
15	RD	70	80	4900	6400
16	SA	70	90	4900	8100
17	SE	50	70	2500	4900
18	TN	60	80	3600	6400
19	WS	50	70	2500	4900
20	IA	70	80	4900	6400
TOTAL		∑x <sub>1</sub> =1250	∑x <sub>2</sub> =1580	∑x <sub>1</sub> <sup>2</sup> = 79500	∑x <sub>2</sub> <sup>2</sup> = 2125800

Table 3 shows that there were differences between the experimental class's pre-test and post-test. After calculating the data for the experimental group, the total pre-test score was 1250 and the total post-test score was 1580. It means that the total score of the post-test is higher than the total score of the pre-test. The average score was computed as follows:

a. The Average (Mean)

$$\begin{aligned}
 x &= \frac{\sum x_2}{n - x} \\
 &= \frac{1580}{20} \\
 &= 79
 \end{aligned}$$

b. Standard Deviation of X Variable

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \\
 &= \sqrt{\frac{20(125800) - (1580)^2}{(20)(20-1)}} \\
 &= \sqrt{\frac{2516000 - 2496400}{(20)(19)}} \\
 &= \sqrt{\frac{19600}{380}} \\
 &= \sqrt{51,57} \\
 &= 7,18
 \end{aligned}$$

**Table 4.** Differences Score between Pre-test and Post-test of the Control Group.

No	Students' Initial	Pre-test $Y_1$	Post-test $Y_2$	$(Y_1)^2$	$(Y_2)^2$
1	AP	50	60	2500	3600
2	AF	60	70	3600	4900
3	AS	60	60	3600	3600
4	BS	40	50	1600	2500
5	CP	60	70	3600	4900
6	DB	50	60	2500	3600
7	FP	60	70	3600	4900
8	ILP	50	60	2500	3600
9	IA	50	60	2500	3600
10	JS	60	60	3600	3600
11	K	50	70	2500	4900
12	LP	60	60	3600	3600
13	NS	50	70	2500	4900
14	OF	60	60	3600	3600
15	RR	60	70	3600	4900
16	RH	50	60	2500	3600
17	SR	60	70	3600	4900
18	Sa	60	60	3600	3600
19	SA	40	70	1600	4900
20	AR	50	70	2500	4900
TOTAL		$Y_1=1080$	$Y_2=1280$	$(Y_1)^2=59200$	$(Y_2)^2=82600$

Table 4 shows that there were differences between the control class's pre-test and post-test scores. After calculating the data for the control group, the total pre-test score was 1080 and the total post-test score was 1280. It means that the post-test total score was higher than the pre-test total score. The following is how the Mean score was computed:

a. The Average (Mean)

$$\begin{aligned}
 y &= \frac{\sum y_2}{ny} \\
 &= \frac{1280}{20} \\
 &= 64
 \end{aligned}$$

b. Standard Deviation of Y Variable

$$\begin{aligned}
 S_2^1 &= \sqrt{\frac{n \sum y_2^2 - (\sum y_2)^2}{n(n-1)}} \\
 &= \sqrt{\frac{20(80600) - (1280)^2}{(20)(20-1)}} \\
 &= \sqrt{\frac{1652000 - 1638400}{(20)(19)}} \\
 &= \sqrt{\frac{13600}{380}} \\
 &= \sqrt{35,78} \\
 &= 6
 \end{aligned}$$

Based on the previous data, after the Mean was obtained, then the correlation with the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2017 : 255})$$

concluded in the following table:

**Table 5.** Calculating Correlation Product Moment between  $X_1$  and  $X_2$ .

No	Students' Initial	Pre-test ( $X_1$ )	Post-test ( $X_2$ )	$(X_1)^2$	$(X_2)^2$	$(X_1)(X_2)$
1	AH	50	80	2500	6400	4000
2	AS	60	80	3600	6400	4800
3	AY	60	70	3600	4900	4200
4	AS	60	80	3600	6400	4800
5	BS	60	70	3600	4900	4200
6	DN	60	80	3600	6400	4800
7	FR	70	90	4900	8100	6300
8	MF	70	80	4900	6400	5600
9	MR	50	70	2500	4900	3500
10	MR	60	80	3600	6400	4800
11	NA	60	70	3600	4900	4200
12	NU	80	90	6400	8100	7200
13	PR	70	90	4900	8100	6300
14	RR	70	80	4900	6400	5600
15	RD	70	80	4900	6400	5600
16	SA	70	90	4900	8100	6300
17	SE	50	70	2500	4900	3500
18	TN	60	80	3600	6400	4800
19	WS	50	70	2500	4900	3500
20	IA	70	80	4900	6400	5600
TOTAL		$\sum X_1$ =1250	$\sum X_2$ =1580	$\sum x^2_1$ =79500	$\sum x^2_2$ =125800	$\sum X_1 X_2$ =99600

a. Correlation Product Moment between  $X_1$  and  $X_2$

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{20(99600) - (1250)(1580)}{\sqrt{\{20(79500) - (1250)^2\} \{20(125800) - (1580)^2\}}} \\
 &= \frac{1992000 - 1975000}{\sqrt{\{1590000 - 1562500\} \{2516000 - 2496400\}}} \\
 &= \frac{17000}{\sqrt{\{27500\} \{19600\}}} \\
 &= \frac{17000}{\sqrt{539000000}} \\
 &= \frac{17000}{23,216} \\
 &= 0,73 = 0,88
 \end{aligned}$$

b. Coefficient

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{n \sum x_i^2 - (\sum x_i)^2\right\} \left\{n \sum y_i^2 - (\sum y_i)^2\right\}}} \\
 &= \frac{40(99600) - (1580)(1280)}{\sqrt{\{40(125800) - (1580)^2\} \{40(82600) - (1280)^2\}}} \\
 &= \frac{3984000 - 2022400}{\sqrt{\{5032000 - 2494600\} \{3304000 - 1638400\}}} \\
 &= \frac{1961600}{\sqrt{\{2535600\} \{1665600\}}} \\
 &= \frac{1961600}{\sqrt{4223295360000}} \\
 &= \frac{1961600}{\sqrt{4223295360000}} \\
 &= \frac{1961600}{2055065} \\
 &= 0,95
 \end{aligned}$$

c. Determining the score of t-test with formula:

After the correlation score was obtained, then specified t-test with the formula;  
 Testing Hypothesis

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left( \frac{s_1}{\sqrt{n_1}} \right) \left( \frac{s_2}{\sqrt{n_2}} \right)}} \\
 &= \frac{79 - 64}{\sqrt{\frac{7,18}{20} + \frac{6}{20} - 2(0,73) \left( \frac{7,18}{\sqrt{20}} \right) \left( \frac{6}{\sqrt{20}} \right)}} \\
 &= \frac{15}{\sqrt{0,359 + 0,3 - 1,46 \left( \frac{7,18}{4,47} \right) \left( \frac{6}{4,47} \right)}} \\
 &= \frac{15}{\sqrt{0,659 - 3,13}} \\
 &= \frac{15}{\sqrt{2,471}} \\
 &= \frac{15}{1,57} \\
 &= 9,55
 \end{aligned}$$

After measuring the data above, the t-test formula revealed a t-test score of 9,55. After locating the table of the distribution of the t-test as the accounting in a specific Degree of Freedom (DF), perform the following calculation:

$$\begin{aligned} Df &= 2n-2 \\ &= 2(20)- 2 \\ &= 40 -2 \\ &=38 \end{aligned}$$

d. Determining the Percentage of the Effect of X Variable and Y variable

The formula was used to calculate the percentage of the effect of using Bloom's Taxonomy Strategy on Students' Ability to Read Discussion Text:

$$\begin{aligned} D &= r \times 100\% \\ &= 0,95 \times 100\% \\ &= 95\% \\ X &= 100\% - D \\ &= 100\% - 95\% \\ &=5\% \end{aligned}$$

This suggests that the proportion of X's impact on Y or Bloom's taxonomy on students' ability to read text was 95 percent, while another 5 percent were influenced. Using the t-test formula for this critical value, after previously accounting for the results, the calculation indicates that DF ( $2n- 2=50-2=38$ ) in line 40 is 2.021 at 0.05 at t-Table.  $T\text{-test} > t\text{-table}$  or  $9,55 > 2,021$  can be concluded. Either  $H_0$  was refused and  $H_a$  accepted or the use of the Blooms Taxonomy Strategy had an effect on students' ability to read SMA Swasta Islam Azizi Medan discussion text.

Students taught with the Blooms Taxonomy Strategy on the ability of students to read discussion text obtained greater scores than students taught using the Traditional Strategy based on the findings of this study. The overall impact was strong at 95%. The results of the t-tested 9.55 were demonstrated and the results of the t-table 2.021 were demonstrated. It signifies that the influence of adopting the Student Discussion Text Blooms Taxonomy Strategy has been greater than traditional strategy.

#### 4. Conclusions

The researchers were able to come to the following conclusion based on the results and data analysis: The results of the test  $t\text{-test} > t\text{-table}$  or  $9,55 > 2,021$  showed a considerable impact on the ability of students to read a discussion text using the Blooms Taxonomy Strategy. That indicates the analysis showed that the t-test was more than the t-table, with a 0.05 meaning and a 38 Degree of Liberty (DF). The impact on student's ability to read the text of a student's taxonomy strategy encourages student activity and accepts the teacher's lessons.

#### Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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