New Language Dimensions
Journal of Literature, Linguistics, and Language Teaching

Effectiveness of Cooperative Learning: "Give One Get One" in Procedure Text Reading

Duwi Nur Vadila[1], Retno Wulan Dari[1]
[1]Universitas Negeri Surabaya, Surabaya, Indonesia

ARTICLE INFO

ABSTRACT

Reading comprehension is a fundamental skill for academic success, yet many students struggle with understanding complex texts, particularly procedural texts, which require sequential comprehension. This study investigates the effectiveness of the Give One Get One (GOGO) strategy in improving students' reading comprehension of procedure texts. The study employs a quantitative research method using a one-group pre-test and post-test design to measure students' progress. A total of 32 senior high school students participated in the study. Students underwent three treatment sessions, with their reading comprehension assessed before and after the intervention. The findings indicate that while there was a statistically significant difference in students' reading comprehension scores, the effect size was very weak. Post-test results showed that some students' scores declined, suggesting that the GOGO strategy may not be effective for teaching procedural texts. The structured nature of procedure texts may have limited the interactive benefits of the strategy, leading to inconsistent improvements in student performance. These results highlight the need for educators to carefully select instructional strategies based on text type and learning objectives. While GOGO may be effective for certain text genres, it may require modification or supplementation when applied to structured texts like procedural writing. Further research should explore alternative strategies that enhance engagement while maintaining comprehension accuracy.

INTRODUCTION

Reading comprehension is a crucial skill in language learning, enabling students to engage with texts, extract meaning, and develop critical thinking abilities. In English as a Foreign Language (EFL) contexts, reading comprehension poses significant challenges, as learners must simultaneously decode language structures, understand vocabulary, and interpret textual meaning (Grabe & Stoller, 2019). According to Nuttal (1998), reading comprehension involves the interaction between the reader and the text, requiring both linguistic knowledge and cognitive skills to process information effectively. However, many high school students struggle with reading comprehension due to limited vocabulary knowledge, lack of reading strategies, and passive engagement with texts (Snow, 2002). These challenges become even more pronounced when students encounter procedure texts, which demand sequential understanding and logical interpretation.

Procedure texts are designed to provide step-by-step instructions on how to perform a task. Unlike narrative or expository texts, which allow for flexible interpretation, procedural texts require readers to follow a fixed sequence of steps accurately to achieve the intended outcome (Derewianka,

1990). Effective comprehension of procedural texts is essential, as this text type is commonly found in academic, scientific, and vocational settings. Despite their importance, students often struggle with understanding procedural texts due to difficulties in processing instructional sequences, technical vocabulary, and complex sentence structures (Nation, 2009). Consequently, educators must explore instructional strategies that enhance students' engagement and facilitate better comprehension of procedure texts.

Cooperative learning strategies have been widely recognized as effective methods for improving reading comprehension, particularly in EFL classrooms (Slavin, 1995). Cooperative learning fosters interaction, peer support, and active participation, allowing students to share ideas and build comprehension collectively (Johnson & Johnson, 1999). One such strategy is the Give One Get One (GOGO) strategy, a cooperative learning approach that encourages students to exchange information, clarify concepts, and actively engage with text-based content (Kagan, 2009). This strategy involves students listing ideas related to a topic and then exchanging their ideas with peers to expand their understanding. Previous studies suggest that cooperative strategies, including GOGO, promote engagement, critical thinking, and retention of information in reading comprehension tasks (Gillies, 2016). However, limited research has specifically examined the effectiveness of GOGO in teaching procedural texts in EFL contexts.

Given the structured nature of procedural texts, there is an ongoing debate about whether cooperative strategies like GOGO can effectively improve comprehension. Some studies indicate that interactive learning enhances engagement, leading to better text retention (Dole et al., 1991). However, others argue that highly structured texts, such as procedures, may not benefit significantly from interactive approaches, as they require linear, detail-focused processing rather than broad conceptual discussion (Duke & Pearson, 2002). These contrasting perspectives highlight the need for empirical research to determine whether GOGO is an effective strategy for improving students' comprehension of procedural texts.

This study investigates the effectiveness of the Give One Get One (GOGO) strategy in improving EFL students' reading comprehension of procedure texts. Specifically, it examines whether the strategy leads to significant improvements in reading comprehension and whether it is suitable for this particular text type. By analyzing students' performance before and after implementing the strategy, this research seeks to provide evidence-based insights into the pedagogical implications of using cooperative learning techniques in EFL classrooms.

LITERATURE REVIEW
Reading Comprehension in EFL Contexts

Reading comprehension is a crucial skill for EFL learners, allowing them to process written texts, extract meaning, and develop higher-order thinking abilities. Reading comprehension is an interactive process between the reader and the text, requiring both linguistic knowledge and cognitive engagement (Nuttal, 1998; Gilakjani & Sabouri, 2016). Effective reading comprehension depends on multiple factors, including vocabulary knowledge, prior background knowledge, reading strategies, and engagement with the text (Snow, 2002). In EFL settings, students often face challenges due to limited exposure to authentic English texts, insufficient vocabulary, and difficulty in applying reading strategies effectively (Nation, 2009). As a result, educators must implement instructional approaches that enhance comprehension and encourage active engagement with texts (Nasri & Biria, 2017).

Procedure texts present unique challenges for EFL learners because they require a structured, sequential understanding rather than conceptual interpretation (Derewianka, 1990; Ristati et al., 2024). Unlike narratives, which allow flexibility in interpretation, procedure texts must be followed in a fixed, logical order to achieve the intended outcome. Effective comprehension of procedural texts is essential in academic and professional contexts, particularly in science, technology, and vocational fields, where instructions must be precise and actionable (Yusmalinda & Astuti, 2020). Given the importance of this

text type, it is necessary to identify pedagogical strategies that support students in processing procedural information effectively.

Procedure Texts: Characteristics and Learning Challenges

A procedure text is a type of expository writing that explains a process or series of steps required to complete a task. Procedure texts typically include goals, materials, and step-by-step instructions, often using imperative verbs and sequencing words such as first, then, next, and finally (Derewianka, 1990; Prihatna, 2015). Unlike descriptive or argumentative texts, which require interpretation and evaluation, procedural texts demand accuracy in understanding instructions and the ability to follow them in the correct order.

One of the primary difficulties EFL students face with procedural texts is decoding complex sentence structures, recognizing imperative forms, and interpreting sequential relationships between steps. Additionally, some procedural texts contain technical vocabulary that may be unfamiliar to learners, further complicating comprehension (Nation, 2009). Studies have suggested that explicit reading strategies, peer collaboration, and interactive learning can help improve students' understanding of procedure texts (Duke & Pearson, 2002; Marzban & Alinejad, 2014). However, cooperative learning strategies specifically designed to facilitate procedural comprehension remain underexplored in EFL contexts.

Cooperative Learning and Reading Comprehension

Cooperative learning has been widely recognized as an effective method for improving reading comprehension, particularly in EFL and ESL classrooms (Slavin, 1995; Pan & Wu, 2013; Endeshaw, 2015). This instructional approach emphasizes peer interaction, knowledge sharing, and collaborative meaning-making, which have been shown to enhance engagement and comprehension outcomes (Johnson & Johnson, 1999). By working together, students develop multiple perspectives, clarify misunderstandings, and reinforce their understanding of the text. Several cooperative learning models have been successfully applied to reading comprehension, including Think-Pair-Share, Jigsaw, and Reciprocal Teaching (Gillies, 2016). These strategies promote active participation and encourage students to take responsibility for their learning. Research indicates that cooperative learning enhances reading comprehension by improving students' ability to predict, infer, and summarize information (Dole et al., 1991). However, while cooperative strategies have been extensively studied for narrative and expository texts, their effectiveness in teaching procedural texts has received limited attention.

The Give One Get One (GOGO) strategy is a peer-based learning technique that aligns with cooperative learning principles. This strategy encourages students to exchange information, build on each other's ideas, and collaboratively construct meaning from the text (Kagan, 2009). By engaging in structured interaction, students can enhance their comprehension, reinforce key concepts, and develop critical thinking skills. The next section examines how GOGO can be applied specifically to teaching procedural texts.

Justifying the Use of Give One Get One (GOGO) for Procedure Texts

The GOGO strategy involves students generating ideas individually and then sharing them with peers to expand their understanding. This strategy is particularly effective for developing comprehension through peer interaction and collaborative problem-solving. Kagan (2009) emphasizes that cooperative strategies like GOGO encourage students to actively engage with content, clarify concepts, and reinforce learning through discussion. While most studies on GOGO have focused on its application in vocabulary development and conceptual understanding, its potential for improving comprehension of procedural texts remains largely unexplored.

Procedure texts require students to process step-by-step sequences, recognize cause-effect relationships, and follow detailed instructions accurately (Derewianka, 1990). Given these demands, the structured peer discussion in GOGO can help students clarify procedural steps, identify key

transitions, and reinforce comprehension through explanation and feedback. However, there are potential challenges to applying this strategy to procedural texts. Unlike narrative or persuasive texts, which allow for flexible interpretation, procedural texts require precise understanding and execution of steps. This means that while GOGO can facilitate engagement and discussion, it may need to be combined with explicit instruction or guided practice to ensure accurate comprehension of procedural information.

Additionally, previous studies indicate that cooperative learning enhances motivation and engagement, leading to higher retention of information (Slavin, 1995). In an EFL setting, where reading motivation is often low, strategies like GOGO may increase students' willingness to interact with texts and participate in class activities. However, its effectiveness depends on the nature of the text, the clarity of instructions, and the ability of students to process information collaboratively. Several studies have explored the impact of cooperative learning on reading comprehension, particularly in EFL contexts. Gillies (2016) found that students who engage in structured peer discussions demonstrate higher comprehension scores and greater retention of information. Similarly, Dole et al. (1991) observed that students who participated in cooperative reading strategies developed better inferencing and summarization skills. However, there is limited research on the application of cooperative learning to procedural texts, highlighting the need for further investigation.

While GOGO has been studied in vocabulary instruction and general reading comprehension, its specific effects on procedural text comprehension remain unclear. This study aims to fill this gap by examining whether GOGO enhances students' ability to process procedural texts effectively.

METHODS

This research applied a quantitative research method since the purpose of this study was to find out how much difference happened after applying the Give One Get One teaching strategy towards students' reading comprehension of procedure text. Quantitative research was suitable for researching social phenomena that existed in a society consisting of many variables, computing by number, and being analyzed by the statistics procedure (Creswell,2017).

Design

This study employed one group pre-test post-test design. This was known as a pre-experimental method which focused on single group without the presence of control group. This design was intended to see the improvement caused by the treatment given to the same group of participants. Therefore, the same dependent variable got a pretest and posttest. The one group pre-test and post-test design involved three stages: administering the pretest to that single group, giving treatment X, and administering the posttest to the same single group. The difference between data collected before and after the treatment is evaluated through comparison. For more details, the research pattern of one group pretest-posttest design is as follows:

Table 1. *One Group Pre-Test Post-Test Design*

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Participants

A population is a group of individuals who have the same characteristics that researchers deliberately take as data to determine the sample (Best & Kahn, 2006). In this study, the population is 110 students in the 11th grade of SMAS Shafta Surabaya. The research sample is an individual who is investigated in the process of collecting data. In deciding the sample, the researcher uses a purposive sample technique. The purposive sampling technique, commonly called judgment sampling, is the deliberate selection of sample groups by researchers based on the requirements and criteria sought (Campbell et al., 2020). Through the use of purposive sampling, the researcher may choose anyone

who will offer the most insightful data, who is the most fascinating, and who exhibits the traits that most interest the researcher (Best, W.J., & Kahn, V.J., 2006). The criteria sought such as eleventh graders who are in mid-achievement, studying the same English material which is procedure text, and having similar grade average scores. Therefore, the XI-2 grade which consists of 32 students of SMA Islam Shafta Surabaya is the sample.

Data Collection

In this study, the researcher conducted a test namely pre and post-test. The pre-test is purposed to measure students' reading comprehension scores before getting a treatment. In addition, the post-test is addressed to measure students' reading comprehension scores after getting treatment. In order to gain valid and accurate data based on actual field conditions, the researcher chose to apply a research instrument, namely a test. The tests including pre-test and post-test. This study used a pre- and post-test to measure students' reading comprehension before and after receiving a treatment for the Give One Get One strategy. Data is information sought by researchers to answer or prove hypotheses, and in this case, the pre-test measures students' scores before and after the treatment.

Data Analysis

The researcher used the Shapiro-Wilk formula to measure data normality for a sample of less than 50 people. The normality test will determine if the data is parametric or non-parametric. If the significance is >0.05, the data is normal, and if it's less than 0.05, it's non-parametric. The Paired T-test will be used for parametric normality, and the Wilcoxon formula for non-parametric data. the researcher calculated the Effect Size (ES) to measure how much impact was given by applying this strategy with the following categories according to Cohen's d convention:

<0	= very weak effect
0-0.20	= weak effect
0.21-0.50	= modest effect
0.51-1.00	= moderate effect
>1.00	= strong effect.

Ethics

The researcher has taken care of all licensing documents for research implementation before conducting research. This license may be different depending on the policies of each campus and the location where the researcher takes the data. In this study, researcher has completed all the documents needed such as lesson plan and permission latter from both campus and school for holding this research.

FINDINGS AND DISCUSSION

This research was divided into five steps: a pre-test, three treatment sessions, and a posttest. Students were administered a pre-test on April 26th, 2024, followed by full treatment on May 3rd, 2024. Finally, students were given a post-test on the third meeting which in on May 10th, 2024 after they had received three times of treatments. The research involved 32 students in class XI-2, who were given a pre-test to assess their reading comprehension of a procedure text.

During the pre-test, most of the students had the same achievement score which was above the standard but the rest of them were also below the standard. Their average pre-test score was 87.19. After completing the pre-test, the remaining time was used to give the treatment of the Give One Get One strategy. In the second meeting, the teacher gave the treatment during the learning fully related to the material being discussed, which was procedure text. During the treatment process, the students looked very enthusiastic and happy. They really enjoyed the learning process of exchanging information with each other. Moreover, the classroom atmosphere became livelier since all students were involved actively in giving and asking for information. In the last meeting, after the treatment,

students were given a post-test. This posttest aims to determine their reading comprehension of the procedure text after getting the Give One Get One strategy treatment. In this post-test, the average student score increased to 95.94. Thus, the students' average increased by 8.75. The following are the results of the pre-test and post-test in detail:

Students' Reading Comprehension Score
Before Getting Treatment of Give One Get One Strategy

On April 26th, 2024, a pre-test was conducted to assess students' understanding of procedure text material. The test consisted of 10 multiple choice questions with 5 answer options, aiming to gauge their comprehension before treatment.

Table 2. *Statistical Data of Pre-Test Result*

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
GOGO Pre-test	32	40	60	100	2790	87.19	1.364	7.719
Valid N (listwise)	32							

The pre-test sample consisted of 32 students, with a minimum score of 60 and a maximum score of 100. The difference between the highest and lowest scores was 40. From the 32 students who took the pre-test, the researcher got a total score of 2790, with an average score (mean) of 87.19. The statistical data above also showed a standard deviation of 7.719.

Students' Reading Comprehension Score
After Getting Treatment of Give One Get One Strategy

This post-test was conducted on May 10th, 2024. This post-test aims to determine any changes in students' reading comprehension skills of procedure text.

Table 3. *Statistical Data of Post-Test Result*

	N Statistic	Range Statistic	Min. Statistic	Max. Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
GOGO Post-test	32	30	70	100	3070	95.94	1.410	7.976
Valid N (listwise)	32							

The post-test data shows that the number of students who took the pre-test is the same as the number of students who took the pre-test. The lowest score was 70, and the highest was 100, with a difference of 30 between the two. The total score obtained was 3070, with an average of 95.94 and a standard deviation of 7.976.

The Difference in Students' Reading Comprehension Score
Before and After Getting the Give One Get One Strategy Treatment

The researcher collects pre-test and post-test scores of both students before and after treatment, comparing their results to determine if there is a difference in their performance.

Table 4. *Statistical Data of Pre-Test and Post Test*

	N Statistic	Range Statistic	Minimum Statistic	Max. Statistic	Sum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic
Pre-test	32	40	60	100	2790	87.19	1.364	7.719
Post-test	32	30	70	100	3070	95.94	1.410	7.976
Valid N (listwise)	32							

The comparison table shows that 32 students took the pre-test and post-test, with an increase in average scores from 87.19 to 95.94. The lowest student score also changed from 60 to 70, indicating a total score increase from 2790 to 3070, and a standard deviation of 60.

The researcher conducted the normality test to determine if the data is normally distributed or not. Parametric data is normally distributed when the sig. value is > 0.05, and vice versa. The study used SPSS 27.0.1 for data accuracy.

Table 5. *Normality Test*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
GOGO Pre-test	.392	32	<,001	.708	32	<,001
GOGO Post-test	.445	32	<,001	.579	32	<,001

The normality test using Saphiro Wilk from the Give One Get One (GOGO) pre-test and post-test have sig. values of <.001 and <.001 respectively, indicating that both tests are not normally distributed as their sig values are lower than 0.05. The researcher utilized the Wilcoxon formula to analyze non-normally distributed or non-parametric data, a method that allows researchers to process data when it is not normally distributed as their sig values are lower than 0.05. Moreover, this study used the Wilcoxon formula to determine the significance value of two tests. The researcher utilized the Wilcoxon formula to analyze non-normally distributed or non-parametric data, a method that allows researchers to process data when it is not normally distributed. Thus, in this study, the testing hypothesis was:

1. If the significance value was < 0.05 (less than 0.05), the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. This indicated that there was a significant difference in students' reading comprehension scores after being taught using the Give One Get One strategy for procedure texts in senior high school.
2. If the significance value was > 0.05 (more than 0.05), the null hypothesis (H0) was accepted and the alternative hypothesis (Ha) was rejected. This indicated that there was no significant difference in students' reading comprehension scores before and after being taught using the Give One Get One strategy for procedure texts in high school

The following was the result of Wilcoxon measurement in detail:

Table 6. *Students' Rank in Pre and Post Test*

		N	Mean Rank	Sum of Ranks
GOGO Post-test	Negative Ranks	1[a]	12.50	12.50
GOGO Pre-test	Positive Ranks	26[b]	14.06	365.50
	Ties	5[c]		

Table 7. *Wilcoxon Test*

Z	-4.644[b]
Asymp. Sig. (2-tailed)	<,001

The study involved 32 students who took pre-tests and post-tests. Three conditions were used to assess students' scores: negative ranks, positive ranks, and ties. The negative ranks condition showed a decrease in grades after treatment, while the positive ranks condition showed an increase in grades. The remaining five students had the same scores on both pre-test and post-test. The Z score was -4.644, indicating that not all students showed improvement in the post-test. The significance value was <.001, indicating a difference in reading comprehension scores. The alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected. The study concluded that there was a significant difference in students' reading comprehension scores after using the Give One Get One strategy for procedure texts in senior high school.

The researcher measured the Effect Size (ES) to determine the impact of this strategy on students' comprehension of procedure text.

Table 8. *Effect Size Computation*

Z	-4.644
N	32
$\sqrt{N}$	5,7
$r = \dfrac{z}{\sqrt{N}}$	-0.81

The study found a significant difference in students' reading comprehension scores with a very weak effect size of -0.81, indicating that the Give One Get One strategy applied to teaching procedure texts in senior high school had a very weak effect. The r value showed a negative result, indicating that the distribution of post-test scores did not increase, indicating that the treatment was not effective in improving students' reading comprehension scores at the senior high school level.

The Give One Get One strategy for teaching reading comprehension in procedure text is not recommended, according to a data analysis. Previous studies have shown that this strategy can improve students' ability to read hortatory exposition texts, but it is not suitable for all types of English texts, such as procedure texts. The strategy is effective and easy to implement, but it may not be suitable for all students due to difficulties in following the steps, weak vocabulary mastery, rushing completion, and less focus on reading short and sequential procedure texts. Siregar, E. R., & Harahap, D. A. (2023) strongly recommend the strategy for classroom learning, especially for ESL students. Laoli, A., & Zebua, E. P. (2022) also found the strategy effective and easy to implement. Sisca et al (2019) compared the GOGO strategy with group discussion and found that it had a more significant effect on students' reading comprehension skills and improved their critical thinking and motivation to learn.

Further research is needed to explore other conditions where this strategy may be more effective and develop innovations to increase its effectiveness. Overall, the Give One Get One strategy is not suitable for all types of English texts, including procedure texts. The Give One Get One strategy showed varying scores among students' post-treatment, but the improvement was not evenly distributed. This suggests that this strategy has a weak impact on students' reading comprehension in senior high school procedure text due to its inability to cover all English text types. The study suggests that educators should focus on selecting teaching methods that align with learning objectives and context to achieve satisfactory outcomes.

CONCLUSION

This study examined the effectiveness of the Give One Get One (GOGO) strategy in improving EFL students' reading comprehension of procedure texts. The findings revealed that while the strategy encouraged peer interaction and engagement, it did not lead to significant improvements in reading comprehension scores. In fact, some students demonstrated a slight decline in performance, suggesting that the structured nature of procedure texts may not be well-suited to this particular cooperative

learning approach. Unlike narrative or expository texts, which allow for interpretation and discussion, procedural texts require precise, step-by-step comprehension, which may not align effectively with the interactive nature of GOGO.

These findings have practical implications for teachers. While GOGO remains a valuable cooperative learning strategy, it may need to be modified or supplemented when applied to procedural texts. Teachers could incorporate explicit instruction on text structure, guided practice, and modeling before implementing GOGO to ensure students develop a clear understanding of sequential steps and imperative forms. Additionally, pairing GOGO with task-based learning or visual aids could enhance comprehension by providing clearer instructional support.

Future research should explore alternative strategies that better align with the characteristics of procedural texts, such as explicit scaffolding techniques, graphic organizers, or process-based reading instruction. Investigating how different proficiency levels respond to GOGO may also provide further insights into its applicability in diverse EFL contexts. This study highlights the importance of selecting reading strategies based on text type and learner needs to optimize reading comprehension outcomes.

ACKNOWLEDGMENT

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