

REFERENCES

- Artawan, G. (2020). Using the Integrated Cooperative Learning Strategy for Reading and Writing (CIRC) in Elementary Schools to Improve Reading Skills. *JPI (Indonesian Journal of Education)*, 9(2), 171–181.
- Asrifan, A., & Raskova Octaberlina, L. (2021). Integrated Cooperative Reading and Writing (CIRC) Learning Strategy in Teaching Reading Comprehension. *ScienceOpen Preprints*.
- Halamish, V., & Elbaz, E. (2020). Children's Reading Comprehension and Metacomprehension on Screen versus Paper. *Computers & Education*, 145, 103737.
- Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development of Reading Comprehension Skills among Students with Learning Disabilities. *Journal of Universal Education Research*, 8(11), 5335–5341.
- Khusniyah, N. L. (2021). The Need for Extensive English Reading Materials in the Digital Age. *AL-ISHLAH: Journal of Education*, 13(1),
- Proctor, C. P., Silverman, R. D., Harring, J. R., Jones, R. L., & Hartranft, A. M. (2020). Teaching Bilingual Students: The Impact of Language-Based Reading Interventions on Academic Language and Reading Comprehension in Grades 4 and 5. *Reading Research Quarterly*, 55(1),
- Sakamoto, A. (2021). The value of translation in the age of automation: An analysis of threats. *When Translation Goes Digital: Case Studies and Critical Reflections*, 231–255. https://doi.org/10.1007/978-3-030-51761-8_10
- Torppa, M., Vasalampi, K., Eklund, K., Sulkunen, S., & Niemi, P. (2020). Reading comprehension difficulties often differ from reading fluency difficulties and are accompanied by problems with motivation and school well-being.

<https://doi.org/10.1080/01443410.2019.1670334> Wexler, J.,

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*.

New York: Pearson Education.

Buzan, T. (2006). *The Speed Reading Book*. London: BBC Active.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading*. London: Pearson Education.

Harmer, J. (2007). *How to Teach English*. Essex: Pearson Longman.

Kintsch, W. (1998). *Comprehension: A Paradigm for Cognition*. Cambridge: Cambridge University Press.

Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.

Pressley, M. (2006). *Reading Instruction That Works*. New York: Guilford Press.

Snow, C. (2002). *Reading for Understanding*. Santa Monica: RAND.

Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Sugiyono. (2019). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and Quasi-Experimental Designs*. Boston: Houghton Mifflin.

Field, A. (2013). *Discovering Statistics Using SPSS*. London: Sage.

Hazaea, A. N., & Bin-Hady, W. R. (2017). The effect of reading strategies on EFL learners' reading comprehension. *Arab World English Journal*, 8(3), 256–271.

- Kustini, T. (2018). The effectiveness of speed reading technique on students' reading comprehension. *Journal of English Education*, 5(2), 112–120.
- Musliani, P., & Arifin, F. (2025). Optimization of reading comprehension through speed reading method. *Jurnal Pendidikan Dasar*, 10(1), 45–57.
- Rahmah, N., & Salsabila, A. (2021). Factors affecting speed reading comprehension. *Journal of Language Teaching*, 6(1), 33–41.
- Sari, D. P., & Kaihatu, T. S. (2020). Speed reading training and students' reading comprehension. *Indonesian Journal of Applied Linguistics*, 9(3), 654–662.