

REFERENCES

- Al Odwan, T. A. A. (2012). The effect of the directed reading thinking activity through cooperative learning on English secondary stage students' reading comprehension in Jordan. *International Journal of Humanities and Social Science*, 2(16), 139–151.
- Al-Janaydeh, K. A., & Al-Jamal, D. A. H. (2024). The effectiveness of the directed reading thinking activity (DRTA) strategy in Jordanian EFL tenth-grade students' reading comprehension. *Dirasat: Human and Social Sciences*, 51(6), 267–288.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi Revisi). Rineka Cipta.
- Babayan, A. (2015). The effects of directed reading thinking activity on EFL students' reading comprehension. *Journal of Language Teaching and Research*, 6(5), 1030–1037. <https://doi.org/10.17507/jltr.0605.13>
- Badan Pusat Statistik. (2024). *Survei minat baca remaja Indonesia 2024*.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 353–394). Longman.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205–242). International Reading Association.
- Erfiani, N. M. D., & Zainil, Y. (2020). The effect of directed reading thinking activity (DRTA) on students' reading comprehension. *Journal of English Language Teaching*, 9(1), 123–130.
- Fitri, N. (2019). *The effect of Directed Reading Thinking Activity (DRTA) on reading comprehension of elementary school students* [Undergraduate thesis, Universitas Negeri Padang].
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1037/0003-066X.34.10.906>

- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Gerd Stabler.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2013). *Teaching and researching reading* (2nd ed.). Routledge.
- Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (2004). *Motivating reading comprehension: Concept-oriented reading instruction*. Lawrence Erlbaum Associates.
- Husnul, A., [tambahkan nama penulis lengkap di sini]. (2025). Improving reading comprehension through directed reading thinking activity in West Nusa Tenggara junior high schools. *Journal of EFL Education*, 12(1), 45–60.
- Kementerian Komunikasi dan Informatika Republik Indonesia. (2022). *Laporan darurat literasi nasional 2022*.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2013). *Kerangka dasar dan struktur Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Kemendikbud.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Kurikulum 2013 (Edisi Revisi): Standar kompetensi lulusan mata pelajaran Bahasa Inggris SMP/MTs*. Kemendikbudristek.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. Guilford Press.
- Lusyani, R. (2019). Implementing Directed Reading Thinking Activity (DRTA) to enhance students' reading comprehension. *English Education Journal*, 8(2), 112–125.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Nerim, N. (2020). The effect of directed reading thinking activity (DRTA) on students' reading comprehension at senior high school. *Jurnal Pendidikan Bahasa Inggris*, 7(1), 34–45.
- OECD. (2019). *PISA 2018 results (Volume I): What students know and can do*. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Routledge.

- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 545–561). Lawrence Erlbaum Associates.
- Pusat Penilaian Pendidikan. (2023). *Laporan hasil Asesmen Kompetensi Minimum (AKM) Bahasa Inggris SMP 2019–2022*.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Richardson, J. T. E. (2011). Eta squared and partial eta squared as measures of effect size in educational research. *Educational Research Review*, 6(2), 135–147. <https://doi.org/10.1016/j.edurev.2010.12.001>
- Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 33–58). Lawrence Erlbaum Associates.
- Stauffer, R. G. (1969). *Directing reading maturity as a cognitive process*. Harper & Row.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
- Utami, R. P. (2019). Improving reading comprehension through directed reading thinking activity (DRTA) in higher education. *Jurnal Pendidikan Humaniora*, 6(4), 201–210