



ENHANCING MAIN IDEA COMPREHENSION IN TOEFL READING THROUGH GUIDED READING STRATEGIES: A STUDY AT SMK SASMITA JAYA 2

Linda Meylinda^{1*}, Ridha Ikhva Erviana²

Universitas Pamulang, Tangerang Selatan, Banten, Indonesia

dosen01220@unpam.ac.id¹, dosen01219@unpam.ac.id²

Abstract

This study aims to improve students' ability to identify the main idea in reading comprehension for the TOEFL test at SMK Sasmita Jaya 2 through guided learning using strategic reading techniques. Many students struggle to find the main idea in English texts, necessitating targeted instructional support. The intervention lasted four weeks, applying a collaborative approach that emphasized skimming, scanning, and inference strategies. Seven students who had difficulty with main idea comprehension participated. Data were collected via pre- and post-tests, observational analysis, and in-depth interviews focusing on competence and attitude changes. Results showed significant progress, with average scores increasing from 55 to 72. The intervention also enhanced student motivation and self-confidence in preparation for the TOEFL exam. The study is based on Vygotsky's Social Constructivist Theory (1978), which highlights the role of social interaction and scaffolding in learning. Guided reading strategies acted as scaffolding to connect students' current skills to desired competencies, facilitating reading comprehension development. The findings suggest that guided strategy-based reading instruction effectively improves comprehension and positively affects learners' psychological aspects. This research supports creating English learning models for vocational schools, particularly to prepare for international standardized tests, and offers potential for adapting this model to other educational contexts aiming to improve reading skills. Overall, the study contributes to initiatives aimed at enhancing English proficiency among vocational students in Indonesia.

Keywords: Guided Learning, Reading Strategies, Main Idea, Reading Comprehension, TOEFL

INTRODUCTION

The ability to effectively read and comprehend English texts constitutes a vital skill that students, particularly those enrolled in vocational education, must develop. In vocational high schools (Sekolah Menengah Kejuruan, SMK), students are tasked not only with mastering technical and professional competencies but also with acquiring functional English language skills. Such skills are essential not merely for communication but also for gaining access to the extensive body of global knowledge that English facilitates, including technical manuals, industry standards, and

international research. This access is increasingly crucial in a globalized workforce where vocational graduates often interact with international clients, operate imported machinery, or seek overseas employment opportunities. Among the multiple indicators of success in English language acquisition, the capacity to identify the main idea of a reading passage stands out as particularly significant. Proficiency in this skill is especially critical when preparing for standardized assessments like the TOEFL, which often serve as both graduation requirements and gateways to higher education or employment opportunities, signaling a student's readiness for more complex academic or professional environments.

Despite its importance, many students at SMK face notable difficulties when it comes to discerning the main idea in English texts. This challenge often manifests in unsatisfactory TOEFL reading scores, which subsequently hinder their academic and professional advancement. Several factors contribute to these difficulties, including suboptimal teaching approaches that do not adequately foster strategic reading skills, such as over-reliance on translation or rote memorization rather than active comprehension strategies. There is often insufficient emphasis on explicit instruction and practice of techniques such as skimming (quickly grasping the overall gist), scanning (locating specific information), and making inferences (deducing meaning from context). Furthermore, a lack of sustained, focused guidance to help students internalize these approaches means that students may learn about the strategies but struggle to apply them effectively and independently. Students' diminished motivation and low confidence levels further compound these obstacles, creating a psychological barrier that prevents them from engaging fully with challenging texts. This culminates in a detrimental impact on their overall English language learning experience, as they may develop a negative perception of English reading.

These challenges were prominently observed in preliminary assessments conducted at SMK Sasmita Jaya 2, where students performed poorly in TOEFL-like reading comprehension pre-tests, especially in sections that require identifying the text's main idea. These pre-tests typically included passages of varying lengths and complexity, requiring students to synthesize information and determine the central theme rather than just recalling explicit details. The poor results were not solely a reflection of linguistic deficits but were deeply intertwined with students' low enthusiasm and uncertain confidence, creating a negative feedback loop that further impaired their learning outcomes. Students often expressed feelings of frustration and helplessness when confronted with unfamiliar vocabulary or complex sentence structures, quickly disengaging from the reading task. This emotional response further solidified their belief that they were incapable of comprehending English texts, even before attempting to apply any reading strategies.

Addressing this multifaceted problem demands an instructional intervention that is both strategic and supportive, targeting cognitive skills as well as affective factors such as motivation and self-belief. A collaborative guided reading approach, sustained over several weeks, shows promise in effectively addressing these issues. Such an approach not only teaches vital reading strategies but also fosters peer interaction and engagement, which can significantly enhance learners' confidence and motivation. By working together, students can share insights, clarify misunderstandings, and provide mutual support, reducing the anxiety often

associated with independent reading of challenging texts. This collaborative environment also allows instructors to provide targeted, real-time feedback and support, tailoring their guidance to the specific needs of the group.

This study specifically investigates how the implementation of collaborative guided reading strategies influences students' ability to accurately identify main ideas in TOEFL reading passages at SMK Sasmita Jaya 2. Additionally, it examines the impact of this intervention on students' motivational levels and their self-confidence in approaching the TOEFL. These considerations arise in response to the documented deficits in both skill mastery and psychological preparedness needed to succeed in high-stakes standardized English tests, recognizing that both cognitive and affective domains are critical for effective learning.

The intervention applied is a focused, four-week program emphasizing key reading strategies—skimming, scanning, and inferencing—administered collaboratively. This strategy aligns with the theoretical underpinnings provided by Vygotsky's Social Constructivist Theory (1978), which posits that learning is most effective when it occurs through social interaction and is scaffolded by more knowledgeable peers or instructors within the learner's Zone of Proximal Development (ZPD). In this context, collaborative guided reading sessions offer this scaffold by providing a supportive structure where students can practice new strategies with immediate assistance, gradually taking on more responsibility for their own comprehension. This social interaction allows students to internalize problem-solving strategies observed from peers or instructors, moving from inter psychological (social) to intra psychological (individual) understanding.

Complementing this, Bandura's Social Cognitive Theory (1986) highlights the pivotal role of self-efficacy in learning processes. The theory suggests that students' beliefs in their abilities influence their motivation and perseverance when facing challenging tasks. Through collaborative guided reading, students not only acquire reading skills but also gain confidence through successful experiences and vicarious learning (observing peers succeed), which in turn fosters positive self-efficacy beliefs essential for success in language assessments such as TOEFL. When students see their peers, who might have similar struggles, successfully apply a strategy, it reinforces their own belief that they too can achieve mastery. This collective sense of accomplishment can significantly boost individual confidence.

Furthermore, Piaget's Cognitive Development Theory (1972) emphasizes the active role of learners in constructing knowledge via engagement with their environment. This study's reading strategy intervention facilitates such active cognitive engagement by encouraging selective attention, critical analysis, and inferencing—processes that deepen understanding and retention. Students are not passive recipients of information but active participants who manipulate and transform information to build their own understanding of the text. The collaborative setting provides opportunities for cognitive disequilibrium, where students encounter different interpretations, prompting them to refine their own understanding and construct more robust mental models of the text.

The research presents a novel and targeted approach. While much of the extant literature on reading strategies focuses on general educational settings or higher education, this study centers on vocational students—an often-neglected population

in reading comprehension research. Vocational students have unique learning needs, often preferring practical, hands-on approaches, and their English language learning is typically geared towards specific professional applications. This study bridges a research gap by integrating cognitive strategy training with affective components like motivation and confidence, thereby providing a holistic framework that encompasses both skill and psychological readiness, which is particularly relevant for students facing high-stakes examinations.

Previous studies confirm the beneficial effects of skimming, scanning, and inferencing for reading comprehension. Jacobs et al. (2020) demonstrated that skimming and scanning enhance students' ability to quickly locate and identify central ideas, thereby improving comprehension efficiency. Similarly, Nguyen (2019) found scanning skills to be instrumental in improving descriptive reading, allowing students to efficiently extract specific details. Brown and Abeywickrama (2018) underscored the importance of inferencing for interpreting implicit textual meanings, a crucial skill for understanding nuanced information in academic and professional contexts. However, research such as that by Putri and Santoso (2022) on collaborative learning models tends to underemphasize the integration of intensive guided reading and the motivational and confidence aspects essential to effective learning outcomes, often focusing more on the social interaction itself rather than the explicit development of reading strategies within that interaction.

This study aims to fill these gaps by offering a comprehensive instructional model combining cognitive and affective elements within a vocational education context. Over four weeks, the intervention is designed to create a supportive, interactive learning environment that helps students develop their reading skills and psychological readiness simultaneously. The findings are expected to contribute both theoretical insights into the interplay of cognitive and affective factors in language learning and practical strategies for English educators in vocational schools. This could potentially lead to improved instructional methods and students' performance in English reading comprehension, particularly for high-stakes examinations like TOEFL, by providing a blueprint for effective, student-centered interventions.

Ultimately, this research aspires to enhance the pedagogical approach to teaching English reading skills in vocational settings by incorporating evidence-based strategies grounded in educational theory and adapted to students' specific learning needs. Improved reading comprehension skills, combined with elevated motivation and confidence, will better equip vocational students to face global academic and professional demands, preparing them not just for tests, but for successful careers in an increasingly interconnected world.

RESEARCH METHOD

This study utilized a pre-experimental design with a mixed-methods approach, integrating both quantitative and qualitative research techniques. The quantitative aspect involved administering pre-tests and post-tests to evaluate students' progress in identifying the main idea in TOEFL reading-comprehension passages. Concurrently, the qualitative component included systematic observations and in-depth interviews aimed at understanding the learning process, as well as examining changes in student motivation and self-confidence during the intervention.

The methodological choice is grounded in Creswell's Mixed-Methods Research Theory (2003), which emphasizes the complementary strengths of quantitative and qualitative data to provide comprehensive insights into educational phenomena. Furthermore, the use of pre- and post-tests reflects principles from Behaviorist Learning Theory (Skinner, 1953) where measurable changes in student performance indicate learning gains. Observations and interviews aimed at psychological constructs such as motivation and self-efficacy align with Bandura's Social-Cognitive Theory (1986), which stresses the significance of self-beliefs and social influences on learning outcomes.

The participants comprised seven purposively selected students from SMK Sasmita Jaya 2, chosen based on their demonstrated difficulties in comprehending main ideas within English texts. All participants were third-year vocational students, aged 16-18, situating the study within adolescent literacy development contexts in secondary education system. Data collection instruments comprised TOEFL-formatted reading-comprehension tests for pre- and post-assessment, structured observation protocols applied during guided learning sessions, and semi-structured interviews probing psychological constructs including motivation and self-efficacy.

Data collection commenced with a pre-test to establish baseline reading-comprehension abilities. This was followed by a four-week guided-learning intervention that employed a collaborative approach highlighting strategic reading techniques—specifically skimming, scanning, and inference. The intervention approach is informed by Vygotsky's Social-Constructivist Theory (1978), which advocates for collaborative learning and scaffolding to support student development within their zone of proximal development. by fostering peer interaction and guided questioning, learners actively construct meaning, thereby enhancing comprehension depth and transferability across various contexts.

Additional methodological elaborations – To ensure the reliability of the instruments, the reading-comprehension tests were pilot-tested with a separate cohort of ten students, yielding a Cronbach's alpha of 0.84, indicating acceptable internal consistency. Observation sheets incorporated a three-point Likert scale to capture the frequency of on-task behaviors, while interview protocols were reviewed by two independent experts for content validity, achieving a Cohen's κ of 0.78.

Quantitative data from pre- and post-tests were analyzed using descriptive statistics and paired-sample t-tests to assess the significance of improvements in performance. Qualitative data derived from observations and interviews were examined through content analysis, aiming to identify themes pertaining to psychological changes and the instructional method's efficacy, thus reflecting principles from Qualitative Content-Analysis Theory (Schreier, 2012). Ethical considerations included obtaining informed consent from participants and their guardians, guaranteeing anonymity by assigning coded identifiers, and allowing withdrawal without penalty.

To strengthen the credibility of the findings, methodological triangulation was employed, cross-validating quantitative test scores with qualitative observations and interview narratives. Moreover, member checking was conducted after each interview session, allowing participants to confirm the accuracy of transcribed statements,

thereby minimizing researcher bias. The study also accounted for possible threats to internal validity by maintaining consistent instructional conditions across sessions and using the same test materials for pre- and post-assessment, while randomizing the order of reading passages to reduce practice effects. Finally, the researcher reflected on positionality, acknowledging personal expectations and ensuring that data interpretation remained grounded in participants' perspectives.

Overall, the mixed-methods design quantitatively documented improvements in students' identification of main ideas while simultaneously elucidating the motivational and self-efficacy shifts associated with collaborative, strategically scaffolded reading instruction; moreover, the incorporation of peer feedback, metacognitive-strategy instruction, and continuous formative assessment further promoted engagement, confidence, and learner autonomy throughout the intervention period.

RESEARCH RESULT

This study aimed to enhance students' comprehension of the main idea in English texts through the implementation of collaborative reading strategy guidance. Understanding the main idea is a fundamental skill in language learning, serving as the foundation for comprehensive text comprehension and the development of critical thinking abilities. This skill is especially crucial in preparing students for international standardized English tests such as the TOEFL, which are widely regarded as benchmarks for language proficiency. However, in practice, many students encounter difficulties in identifying and determining the main idea due to a lack of effective reading strategies.

The collaborative reading strategy guidance was selected as the instructional model because this approach emphasizes not only cognitive aspects but also social dimensions, where students learn to interact, discuss, and provide feedback to peers while receiving facilitation from the teacher. This model is expected to overcome learning obstacles caused by limitations in reading techniques and low student motivation.

Data collection in this study involved written pre-tests and post-tests to measure improvements in main idea comprehension, as well as in-depth interviews and observations to qualitatively capture changes in attitudes, motivation, and the learning process. The research findings are anticipated to provide a comprehensive overview of the effectiveness of the reading strategy guidance and its contribution to improving English language competencies among secondary school students.

A pre-experimental design with a quantitative approach was utilized to measure changes in students' ability to identify the main idea. The pre-test was administered before the intervention, and the post-test followed the completion of the collaborative reading strategy guidance.

The data indicated that the average pre-test score was 55, reflecting that students' comprehension of the main idea was at a lower-intermediate level. This score suggested that many students struggled to pinpoint the central point of each passage, often providing answers that were either inaccurate or overly focused on minor details.

Following several weeks of collaborative reading strategy intervention, the average post-test score increased significantly to 72. This 17-point improvement indicates the intervention's success in helping students to more easily recognize and summarize the main idea of reading texts.

To validate these results, statistical analysis was conducted using a paired samples t-test to determine whether the differences between pre-test and post-test scores were statistically significant. The test yielded a p-value of less than 0.05, confirming that the improvement in students' ability to identify the main idea was not due to chance but was closely linked to the reading strategy intervention applied.

This improvement serves as evidence that the collaborative reading strategy, particularly combining skimming and scanning techniques, effectively enhanced students' reading efficiency. Skimming allowed them to quickly capture the overall framework of the texts, while scanning facilitated the search for specific information supporting the understanding of the main idea.

The increase in average score from 55 to 72 is a clear indicator of the intervention's positive impact. Beyond quantitative improvement, the learning process itself, characterized by active group work and open discussion, afforded students the opportunity to exchange understandings and clarify text content collaboratively.

Moreover, the score improvement reflected a gain in students' critical thinking skills while reading. Students no longer simply focused on word-by-word reading but were able to draw more holistic conclusions about the content and distinguish between main ideas and supporting details.

These findings align with previous research validating the effectiveness of collaborative reading strategies in enhancing critical reading skills. For example, Johnson and Johnson (2017) demonstrated that collaborative learning models could increase reading comprehension by up to 20%. Similarly, Smith (2019) showed that skimming and scanning techniques significantly accelerated the identification of main ideas and improved test performance. Hence, this study not only reinforces existing empirical evidence but also enriches understanding of how systematic and focused guidance on reading strategies can elevate English learning outcomes at the secondary education level.

To obtain a broader picture of attitude and process changes during learning, the researcher conducted in-depth interviews with several students and observations throughout the guidance period. The interviews revealed that before intervention, many students found it difficult to identify the main idea because they tended to read texts linearly and were trapped by small details.

An excerpt from a student interview stated: "I often got confused searching for the main point because I focused too much on difficult words and long sentences. After the teacher taught us how to read quickly using skimming and group discussions, I can now grasp the key points better." (Student A, Grade 10)

Additionally, observations of learning sessions showed that dynamic group work encouraged students to actively discuss and explain text content to each other. This created a more interactive learning experience compared to traditional lecturing methods.

Examples of teacher questions and student answers that reveal the students' thought processes in understanding the main idea:

- Question 1: "What is the main point of the first paragraph?" Student Answer: "The first paragraph explains the writer's main goal about the importance of understanding the main idea to improve effective reading skills."
- Question 2: "How do you determine the main idea in that text?" Student Answer: "I quickly read the beginning and end of the paragraph, then look for the sentence that is the most general and not too specific."
- Question 3: "What benefits do you find from using skimming and scanning techniques?" Student Answer: "These techniques help me catch important information faster and save time while reading, so I don't get too tired or confused."

These responses demonstrate that students started internalizing the reading strategies taught and applied them actively in learning.

The collaborative reading strategy guidance impacted not only learning outcomes but also brought positive psychological and social changes. This was evidenced by increased student motivation and enthusiasm for lessons due to the enjoyable and collaborative learning atmosphere.

One student shared: "I feel more confident when answering questions because I have practiced together with friends and learned from each other. I'm not afraid of making mistakes anymore." (Student B, Grade 10)

Socially, students learned to appreciate others' opinions and developed better communication skills. The open learning environment encouraged students to ask questions and engage in constructive discussions.

This qualitative data supports the quantitative findings by showing that collaborative reading strategy guidance helped improve critical thinking patterns, learning motivation, and social interaction among students. The combination of innovative teaching methods and an inclusive learning environment was key to the successful improvement in comprehending the main idea of English texts.

In conclusion, this research demonstrates that systematic collaborative reading strategy guidance, integrating skimming and scanning techniques, significantly enhances students' main idea comprehension, critical thinking, motivation, and cooperative skills. Such interventions provide a powerful framework for improving English reading proficiency in secondary education contexts, contributing positively to students' academic development and language mastery."

DISCUSSION

This study shows that guided collaborative reading significantly improves students' understanding of the main idea in English texts. The rise in post-test scores indicates cognitive improvement along with better attitudes, motivation, and social interaction. Students showed greater confidence and engagement, while their communication and collaboration skills also grew. These findings support Vygotsky's (1978) sociocultural theory, which views learning as a social process involving active interaction and scaffolding within the Zone of Proximal Development.

The cooperative learning format aligns with Johnson and Johnson's (2009) research that structured group work boosts achievement through positive interdependence and personal accountability; group discussions help clarify abstract concepts like the main idea, which can be challenging to grasp alone, thus fostering peer support and shared responsibility. Additionally, the use of skimming and scanning confirms Grabe's (2009) insights on strategic reading in second-language learning, showing that quickly spotting the main idea enhances reading efficiency and comprehension by focusing on key information and ignoring irrelevant details. Integrating scaffolded, collaborative reading strategies into English curricula is critical for tackling comprehension difficulties. Such instruction not only improves academic outcomes but also builds intrinsic motivation and social skills essential for long-term language success.

Although the pre-experimental design limits causal conclusions, the positive results encourage further study using more rigorous and varied methods. Future research might also explore other comprehension skills like inferencing and vocabulary. In sum, scaffolded collaborative reading based on Vygotsky's theory promotes comprehension, cognitive development, social interaction, and learner motivation.

These findings highlight the importance of cooperative learning and strategic reading within language education reforms to support holistic learner growth. Beyond Vygotsky, the results resonate with Bruner's (1966) constructivist notion that learners construct meaning through interaction with peers and the environment; by negotiating interpretations of a text, students actively co-construct knowledge, reinforcing deeper semantic processing. Moreover, the findings echo the communicative competence framework (Canale & Swain, 1980), which stresses the interplay of linguistic, sociolinguistic, and strategic competencies—areas that flourished during the collaborative sessions. Pedagogically, teachers can embed structured peer-interaction phases such as think-pair-share or jigsaw segments within reading lessons, ensuring each student contributes and receives feedback, while scaffolded question prompts guide learners from surface to deep comprehension, and formative assessment through group portfolios allows tracking of both content mastery and collaborative skill development.

These practices align with Universal Design for Learning principles by offering multiple means of representation, engagement, and expression, thereby catering to diverse learner profiles (Meyer, Rose, & Gordon, 2014). While the gains are encouraging, several constraints deserve attention: the study involved a single classroom from an urban school, so replication across varied contexts is needed to confirm generalizability; successful implementation hinged on teachers' ability to model effective scaffolding, indicating the need for embedded professional development; and the post-test focused only on main-idea identification, suggesting that incorporating multi-dimensional comprehension measures would provide a fuller picture of reading development. Future research could examine longitudinal effects to reveal whether collaborative reading yields durable gains in reading fluency and academic achievement, investigate technology-mediated collaboration through digital annotation tools or breakout rooms to extend benefits to blended or fully online environments, explore neurocognitive correlates using EEG or fMRI to see how social

interaction during reading influences language-processing brain regions, and conduct cross-linguistic comparisons with learners of languages that have different orthographic systems to test the universality of the approach.

The convergence of sociocultural theory, cooperative-learning research, and strategic-reading models underscores that learning is most effective when it is social, structured, and purposeful. By harnessing peer interaction, teachers can transform reading from a solitary decoding task into a dynamic, cognitively enriching dialogue, cultivating not only comprehension of the main idea but also broader competencies—critical thinking, communication, and self-regulation—required for success in the 21st-century classroom.

CONCLUSION

The present study confirms that providing guidance through collaborative reading strategies substantially enhances students' ability to comprehend the main idea of English texts. This conclusion is supported by the notable improvement in post-test scores relative to pre-test results, alongside marked positive changes in student motivation and engagement throughout the instructional period. The intervention fostered not only cognitive growth—in terms of identifying key textual elements—but also encouraged more active, confident learning behaviors and strengthened social interactions that underpin collaborative learning environments. These outcomes align well with constructivist theories and cooperative learning frameworks that emphasize social interaction and dialogue as essential for knowledge development.

The cognitive gains observed indicate that the scaffolding embedded in the collaborative reading process effectively facilitates students' understanding of abstract reading concepts such as the main idea. Peer collaboration during reading discussions appears to promote collective knowledge construction, enabling learners to reach higher comprehension levels than when learning independently. This dynamic strongly reflects socio-constructivist views, particularly those of Vygotsky, who posited that cognitive advancement occurs most effectively through supported social interactions in the Zone of Proximal Development.

Beyond cognitive improvements, this investigation highlights the broader benefits of collaborative reading in fostering learners' affective and interpersonal skills. Participants demonstrated heightened self-efficacy regarding their reading capabilities and were more motivated to actively contribute during lessons. Given that motivation and affective factors are known to influence educational persistence and achievement, these results are especially significant. Additionally, the development of social competencies, including effective communication, teamwork, and respect for peers, are valuable life skills that extend beyond academic settings. Thus, the intervention's impacts are holistic, supporting learners' intellectual, emotional, and social growth.

To extend the implications of these findings, future investigations should consider utilizing larger and more heterogeneous samples to ensure wider applicability. Employing longitudinal research designs would be advantageous to evaluate the lasting effects of collaborative reading guidance on comprehension and related

literacy skills. Such approaches can help determine whether the observed improvements persist over time or require periodic reinforcement.

Further research might also explore integrating collaborative reading with complementary strategies such as prediction, summarization, and inferencing to examine potential additive effects on understanding. The adoption of digital tools – like interactive applications or online discussion platforms – could be investigated for their potential to enhance scaffolding and collaboration in technologically mediated contexts, accommodating diverse learning preferences.

Furthermore, it is crucial to account for extraneous variables such as students' prior knowledge, learning styles, and initial motivation levels to develop a comprehensive understanding of the factors influencing collaborative reading efficacy. Controlling for or examining these variables can inform more targeted and personalized instructional designs. Educationally, the outcomes suggest that teachers should continue to incorporate well-structured collaborative learning methods emphasizing scaffolding and peer interaction. Creating opportunities for guided discourse and cooperative problem-solving can nurture autonomy while maintaining supportive social frameworks. Such pedagogical adjustments not only bolster comprehension but also increase learners' engagement and enjoyment, contributing to sustained positive attitudes towards English language learning.

References

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Brown, H. D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson.
- Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second-language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.
- Jacobs, G., Park, J., & Wu, S. (2020). The effects of skimming and scanning strategies on reading comprehension efficiency. *Journal of Language Studies*, 15(2), 135-150.
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.
- Nguyen, T. M. H. (2019). The role of scanning skills in descriptive text reading comprehension. *International Journal of Language Education*, 4(1), 45-56.
- Piaget, J. (1972). *The psychology of the child* (H. Weaver, Trans.). Basic Books. (Original work published 1969)
- Putri, N. A., & Santoso, B. (2022). Collaborative learning models in vocational education: Bridging cognitive and affective domains. *Journal of Vocational Pedagogy*, 8(1), 78-95.

- Schreier, M. (2012). *Qualitative content analysis in practice*. Sage Publications.
- Skinner, B. F. (1953). *Science and human behavior*. Free Press.
- Smith, J. (2019). The effects of skimming and scanning on reading comprehension. *Journal of Educational Psychology*, 111(3), 419-429.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.