Using Collaborative Strategic Reading (CSR) to Improve Grade Eleven Students' Ability In Reading Comprehension of Narrative Text At Smk Swasta Persiapan Pematang Siantar

Widhi Sofie Munthe[1], David Berthony Manalu[2], Irene Adryani Nababan[3]

[1,2,3] University of HKBP Nommensen Pematang Siantar

e-mail: widhimunthe@gmail.com[1], manaludavidberthony@gmail.com[2], ireneppbiuhnp@gmail.com[3]

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Collaborative Strategic Reading (CSR) dapat meningkatkan keterampilan pemahaman membaca teks narasi siswa di SMK Swasta Persiapan Pematang Siantar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu. Sampel terdiri dari 170 siswa kelas sebelas, dengan satu kelas menerima CSR (XI TBSM) dan yang lainnya menerima strategi konvensional (XI MM). Tes pra dan pasca digunakan untuk mengumpulkan data, dengan kelas eksperimen menunjukkan nilai rata-rata pasca tes yang lebih tinggi dibandingkan kelas kontrol (73,1 > 65). Uji T juga menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Nilai uji t (2,066) melebihi nilai t tabel (1,672) pada taraf signifikansi 5% (Ha diterima dan H0 ditolak). Oleh karena itu, dapat disimpulkan bahwa penerapan CSR berpengaruh positif terhadap pemahaman membaca siswa di SMK Swasta Persiapan Pematang Siantar.

Kata kunci: *Pemahaman Membaca, Teks Narasi, Membaca Strategis Kolaboratif (CSR)*

Abstract

This research aimed to determine if using Collaborative Strategic Reading (CSR) could improve students' reading comprehension skills for narrative texts at SMK Swasta Persiapan Pematang Siantar. The research used a quantitative approach with a quasi-experimental design. The sample consisted of 170 eleventh-grade students, with one class receiving CSR (XI TBSM) and the other receiving conventional strategy (XI MM). Pre- and post-tests were used to collect data, with the experimental class showing a higher mean post-test score than the control class (73.1 > 65). The T-test also indicated a significant difference between the two groups. T-test value (2.066) exceeded the T-table value (1.672) at a 5% significance level (Ha was accepted and H0 was rejected). Therefore, it can be concluded that implementing CSR has positive effect on students' reading comprehension at SMK Swasta Persiapan Pematang Siantar.

Keywords: *Reading Comprehension, Narrative Text, Collaborative Strategic Reading (CSR)*

INTRODUCTION

Reading is a fundamental aspect of mastering English language. Through reading, people embark on journey of acquiring knowledge and understanding the intricate themes and concepts woven within the written word. According to McDonough and Christopher (1993), reading holds the utmost significance among the foreign language skills. As the young minds flourish, the significance of reading in expanding their intellectual horizons amplifies. The purpose of reading lies in guiding pupils to comprehend and navigate through the vast sea of information and ideas present in the text they engage with. Moreover, reading comprehension, a skill intertwined with reading itself, allows individuals to delve deeper into

the text's essence. Woolley (2011) eloquently defines reading comprehension as the process of extracting meaning from the written word. It is not merely deciphering isolated words or sentences but grasping the overall message conveyed by the text. This crucial skill is often assessed in prestigious examinations such as the TOEFL, IELTS, and TOEIC, further emphasizing its significance in the realm of education. By honing their reading comprehension abilities, students can truly grasp and internalize the topics and main ideas presented in examination texts.

Based on tresearcher's extensive expertise in the rigorous instruction of grade eleven students at SMK Swasta Persiapan Pematang Siantar, it has come to light that 10 out of 30 students demonstrated genuine understanding of the text and effectively engage with the accompanying inquiries. Pervasively, the majority of these students exhibit a tendency to resort to online resources or seek answers from their peers, rather than diligently immersing themselves in the text and comprehending its nuances prior to seeking assistance.

The researcher has identified a number of challenges in regards to students' reading abilities, specifically their low reading comprehension and lack of interest in reading. As a result, students struggle to understand texts and extract information from them. When asked about their understanding of narrative texts in particular, only a few students demonstrated comprehension while others admitted to not understanding the contents. This difficulty arises from a deficiency in vocabulary and comprehension skills, preventing students from grasping the main ideas and topics within texts. Additionally, the researcher encountered an issue with students' engagement when it came to individual assignments, as most students showed little interest and only a small minority completed the work. However, when group discussions were introduced, students became significantly more enthusiastic and almost all of them actively participated in the assigned tasks. To address these challenges, the researcher recommends the implementation of Collaborative Strategic Reading (CSR) as an engaging strategy to enhance both students' interest and reading comprehension abilities.

Collaborative Strategic Reading (CSR) is a sophisticated and compelling approach to enhance reading comprehension. This strategy combines the highly effective elements of (1) modified reciprocal teaching (Palinscar & Brwon, 1984) and (2) cooperative learning, resulting in a group reading experience that aims to sharpen students' reading skills and comprehension abilities. The four stages of CSR - previewing, clicking and clunking, getting the gist, and winding up - provide a structured framework for students to delve into the text and extract key concepts collaboratively. By employing CSR, all students actively participate in the lesson, contributing to a deeper understanding of the material. Other researchers such as Lisandy (2019), Putri (2015), and Aritonang (2021) have conducted research that showcased the efficacy of CSR in improving students' reading comprehension. In line with this evidence, this research adopted a research design encompassing pre-test, treatment, and post-test phases for the experimental class utilizing CSR, while the control class adheres to traditional teaching methods.

Based on the explanation above, the researcher conducted research entitled "Using Collaborative Strategic Reading (CSR) To Improve Grade Eleven Students' Ability in Reading Comprehension of Narrative Text at SMK Swasta Persiapan Pematang Siantar".

METHOD

This research employed quantitative research approach, characterized by the collection and analysis of numerical data through controlled processes, to address specific inquiries and test hypotheses (Ary et al., 2014). As highlighted by Sugiyono (2009), the implementation of experimental design can present challenges. However, in this research, a quasi-experimental methodology was utilized. Although random group assignment was not feasible, this design closely resembled the pre-test post-test control group design, as suggested by Sugiyono (2009). The research employed experimental design to investigate the effect of Collaborative Strategic Reading (CSR) in enhancing students' comprehension of narrative text. The researcher took necessary precautions to ensure the accuracy and reliability of the findings. The participants were divided into two groups, namely the control

and experimental groups, with the experimental group employing the CSR strategy.

The population refers to all the individuals or components that possess certain attributes. According to Creswell (2012), it is a group of people who share a specific characteristic, while Ary et al. (2014) define it as collection of individuals belonging to specific class. In this research, the population consisted of grade eleven students at SMK Swasta Persiapan Pematang Siantar. The researcher chose this group because of her prior teaching experience at the school. The population for this research was comprised of all eleventh grade students at SMK Swasta Persiapan Pematang Siantar for academic year 2022/2023, totaling 170 students across 7 classes.

The sample is a subset of the larger population being researched (Ary et al., 2014). The researcher selected two classes from total of seven classes, with total of 170 students, to serve as the sample. Purposive sampling, also known as judgment sampling (Ary et al., 2014), was used to select the sample based on the researcher's knowledge of the population and the research goals. They were chosen based on certain qualities. One class was designated as experimental class, receiving specific treatment, while the other class served as control group, receiving no treatment or a different treatment. The two classes chosen for sample were XI TBSM (experimental) and XI MM (control), with 30 students from each class. After collecting the data, the researcher used the following steps to analyze data :

1. Scoring Test :

$$S = \frac{S}{T}X\ 100$$

2. Discovering mean (for each group) :

$$\bar{X} = \frac{\sum fx}{N}$$

3. Discovering standard deviation (for each group) :

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$ (Hatch & Farhady, 1982:59)

4. Discovering standard error (differences of mean)

$$SE(Xe - Xc) = \sqrt{(\frac{se}{\sqrt{N1}})^2 + (\frac{sc}{\sqrt{N2}})^2}$$ (Hatch & Farhady, 1982:112)

5. Discovering t-test

$$T_{test} = \frac{\bar{X}e - \bar{X}c}{SE\ (X^e - X^c)}$$ (Hatch & Farhady, 1982:111)

RESULT AND DISCUSSION
The students' scores of Pre-test and Post-test in Experimental Class.

Table 1. The results of Pre-test and Post-test in Experimental Class

No	Name of students	Pre-Test (X1)	Post-Test (X2)
1	AKH	45	80
2	AK	40	75
3	AI	25	75
4	AB	40	85
5	BYS	50	75
6	BKN	25	80

7	CA	50	75
8	DP	20	85
9	EA	25	80
10	FAR	45	75
11	GPLP	55	80
12	HF	30	60
13	HLM	20	70
14	IGKP	40	80
15	MM	55	80
16	MCP	30	65
17	MAR	35	75
18	MRL	25	80
19	MRI	20	75
20	NSP	45	80
21	RCAH	60	60
22	RK	20	75
23	RJS	30	80
24	RHN	70	70
25	RM	25	75
26	RP	30	60
27	WP	35	80
28	WS	35	60
29	YDF	25	75
30	ZYVH	20	60
	∑	**975**	**2215**
	MEAN	**32.5**	**73.1**

1. Pre-test mean (experimental)

$$\bar{X} = \frac{\sum fx}{N}$$
$$\bar{X} = \frac{975}{30}$$
$$\bar{X} = 32.5$$

2. Post-test mean (experimental)

$$\bar{X} = \frac{\sum fx}{N}$$
$$\bar{X} = \frac{2215}{30}$$
$$\bar{X} = 73.1$$

According to the data presented in Table 1, it is evident that the pre-test and post-test scores provide compelling evidence. Initial analysis revealed that none of the students achieved a KKM score of 75 in the pre-test. Furthermore, the table illustrated that the total pre-test score in experimental class amounted to 975, with mean score of 32.5. Moving on to the post-test results, out of 30 students, 22 students surpassed the KKM score of 75, while only 8 students fell short. Additionally, the table highlighted that the total post-test score of experimental class reached 2215, resulting in mean score of 73.1.

The students' scores of Pre-test and Post-test in Contol Class

Table 2. The results of Pre-test and Post-test in Experimental Class

No	Name of students	Pre-Test (X1)	Post-Test (X2)
1	AL	45	70
2	AA	40	70
3	AS	60	60

4	AI	40	65
5	AL	50	70
6	AB	55	65
7	AA	45	65
8	BK	40	70
9	BH	40	70
10	CA	45	60
11	DP	45	70
12	FA	45	65
13	FF	60	70
14	FS	60	65
15	IS	70	70
16	KMRL	55	65
17	ML	70	65
18	PI	40	55
19	RES	40	70
20	RR	65	70
21	RK	40	65
22	SD	50	55
23	TFAS	55	70
24	TK	50	55
25	THV	45	60
26	TS	45	70
27	WP	40	60
28	YS	40	50
29	YD	45	60
30	ZDN	50	60
	∑	**1475**	**1950**
	MEAN	**49.1**	**65**

1. Pre-test mean (control)

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{1475}{30}$$

$$\bar{X} = 49.1$$

2. Post-test mean (control)

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{1950}{30}$$

$$\bar{X} = 65$$

According to the findings presented in Table 2, it is evident that none of the students were able to attain a KKM score of 75 in the pre-test. Additionally, the data within the table illustrated that the cumulative pre-test score for the control class amounted to 1475, with mean score of 49.1. Furthermore, the table revealed that the overall value of the control class reached 1950, with mean of 65.

The Variance and Standard Deviation in Post-Test (Experimental Class)

Table 3. The Variance and Standard Deviation in Post-Test (Experimental)

No	Name of Students	Score (x)	Mean (X)	Differences (x-X)	Difference Squared (x-X)²
1	AKH	80	73.1	6.9	47.61

2	AK	75	73.1	1.9	3.61
3	AI	75	73.1	1.9	3.61
4	AB	85	73.1	6.9	47.1
5	BYS	75	73.1	1.9	3.61
6	BKN	80	73.1	6.9	47.61
7	CA	75	73.1	1.9	3.61
8	DP	85	73.1	6.9	47.61
9	EA	80	73.1	6.9	47.61
10	FAR	75	73.1	1.9	3.61
11	GPLP	80	73.1	6.9	47.61
12	HF	60	73.1	-131	171.61
13	HLM	70	73.1	-3.1	9.61
14	IGKP	80	73.1	6.9	47.61
15	MM	80	73.1	6.9	47.61
16	MCP	65	73.1	-8.1	65.61
17	MAR	75	73.1	1.9	3.61
18	MRL	80	73.1	6.9	47.61
19	MRI	75	73.1	1.9	3.61
20	NSP	80	73.1	6.9	47.61
21	RCAH	60	73.1	-13.1	171.61
22	RK	75	73.1	1.9	3.61
23	RJS	80	73.1	6.9	47.61
24	RHN	70	73.1	-3.1	9.61
25	RM	75	73.1	1.9	3.61
26	RP	60	73.1	-13.1	171.61
27	WP	80	73.1	6.9	6.9
28	WS	60	73.1	-13.1	171.61
29	YDF	75	73.1	1.9	3.61
30	ZYVH	60	73.1	-13.1	171.61
	$\sum (x-X) = \sum d^2$				**1550.3**

Upon reviewing the findings presented in Table 3, a clear observation emerged, revealing that the cumulative squared post-test time for experimental class amounted to 1550.3. In order to ascertain post-test standard deviation within experimental class and establish a meaningful comparison with the corresponding data from control class, this point became imperative.

The Variance Standard deviation of post-test in experimental class :

$$S^e = \frac{\sqrt{\sum d^2}}{N-1}$$

$$S^e = \frac{\sqrt{1550.3}}{30-1}$$

$$S^e = 7.31$$

The Variance and Standard Deviation in Post-Test (Control Class)

Table 4. Variance and Standard Deviation in Post-Test (Control)

No	Name of Students	Score (x)	Mean (X)	Differences (x-X)	Difference Squared (x-X)²
1	AL	80	73.1	6.9	47.61
2	AA	75	73.1	1.9	3.61
3	AS	75	73.1	1.9	3.61
4	AI	85	73.1	6.9	47.1
5	AL	75	73.1	1.9	3.61
6	AB	80	73.1	6.9	47.61

7	AA	75	73.1	1.9	3.61
8	BK	85	73.1	6.9	47.61
9	BH	80	73.1	6.9	47.61
10	CA	75	73.1	1.9	3.61
11	DP	80	73.1	6.9	47.61
12	FA	60	73.1	-131	171.61
13	FF	70	73.1	-3.1	9.61
14	FS	80	73.1	6.9	47.61
15	IS	80	73.1	6.9	47.61
16	KMRL	65	73.1	-8.1	65.61
17	ML	75	73.1	1.9	3.61
18	PI	80	73.1	6.9	47.61
19	RES	75	73.1	1.9	3.61
20	RR	80	73.1	6.9	47.61
21	RK	60	73.1	-13.1	171.61
22	SD	75	73.1	1.9	3.61
23	TFAS	80	73.1	6.9	47.61
24	TK	70	73.1	-3.1	9.61
25	THV	75	73.1	1.9	3.61
26	TS	60	73.1	-13.1	171.61
27	WP	80	73.1	6.9	6.9
28	YS	60	73.1	-13.1	171.61
29	YD	75	73.1	1.9	3.61
30	ZDN	60	73.1	-13.1	171.61
	$\sum (x-X) = \sum d^2$				**990**

According to the findings presented in Table 4, it becomes apparent that the total square value for the control class in the post-test phase amounted to 900. This crucial of data serves as a fundamental requirement to ascertain the post-test standard deviation for the control class and effectively compare it against the corresponding outcomes observed in experiment class.

Standard deviation of post-test in control class :

$$S^e = \frac{\sqrt{\sum d^2}}{N-1}$$
$$S^e = \frac{\sqrt{900}}{30-1}$$
$$S^e = 5.57$$

Calculating standard error of the differences of mean

$$SE(Xe - Xc) = \sqrt{(\frac{se}{\sqrt{N1}})^2 + (\frac{sc}{\sqrt{N2}})^2}$$

$$SE(Xe - Xc) = \sqrt{(\frac{7.31}{\sqrt{30}})^2 + (\frac{5.57}{\sqrt{30}})^2}$$

$$SE(Xe - Xc) = \sqrt{(\frac{53.4}{\sqrt{30}}) + (\frac{31.0}{\sqrt{30}})}$$

$$SE(Xe - Xc) = \sqrt{\frac{84.4}{5.47}}$$

$$SE(Xe - Xc) = 3.92$$

Finding out t-test

$T_{test} = \dfrac{\overline{X}e - \overline{X}c}{SE\ (X^e\text{-}X^c)}$

$T_{test} = \dfrac{73.1 - 65}{3.92}$

$T_{test} = \dfrac{8.1}{3.92} = 2.066$

Finding out the degree of freedom (df)
df = (Ne + Nc)
df = (30 + 30) − 2
df = 60 − 2 = 58
    The null hypothesis was deemed invalid, as the t-test yielded a value surpassing the t-table, hypothesis is formulated as follows :
t-test > t-table of 5%
2.066 > 1.672
    The t-test has produced higher outcome (2.066) when compared to t-table value (1.672) at a significance level of 5% for a two-tailed test. Consequently, the research has confidently dismissed the null hypothesis (Ho) and favorably accepted alternative hypothesis (Ha).

Validity and Reliability
To find out validity of the test, the researcher used IBM SPSS 25.

Correlations

		Pretest	Posttest
Pretest	Pearson Correlation	1	.584**
	Sig. (2-tailed)		.003
	N	23	23
Posttest	Pearson Correlation	.584**	1
	Sig. (2-tailed)	.003	
	N	23	23

**. Correlation is significant at the 0.01 level (2-tailed).

    An item said to be valid or valid if the value of r_{xy} was bigger or equal to r_{table}. r_{table} from respondent was 0.3961 and coefficient r_{xy} was 0.5842. It means that the test belongs to very high and the test was valid.
The research used IBM SPSS 25 to find out the reliability of the data.

Reliability Statistics

Cronbach's Alpha	N of Items
.737	2

    The review showed that the testing class's test's reliability was 0.7375. Based on the reliability value, it indicates that the test's reliability is very high.

Research Findings
    Through thorough analysis of the data, it has been determined that the utilization of Collaborative Strategic Reading holds tremendous potential in enhancing the reading comprehension skills of grade eleven students at SMK Swasta Persiapan Pematang Siantar in narrative text. The researcher has made a number of discoveries in this regard :
1. The implementation of collaborative strategic reading in experimental class has resulted in a remarkable improvement in the students' test scores, surpassing those of the control group. This is evidenced by the fact that the average post-test score for experimental

class stands at 73.1, while control class lags behind at 65.
2. The experimental post-test had 2215 squares of respondents.
3. The control post-test had 1950 square of respondents.
4. Expeimental post-test had 7.31 standard deviation.
5. Control post-test had 5.57 standard deviation.
6. Experimental and control standard error was 3.92.
7. T-table at 5% level significane (two-tailed test) was 1.672 with df oof 58.

The testing hypothesis has been validated, as the t-test result (2.066) surpasses the t-table value (1.672) with a level of significance of 5%. This finding demonstrates that the implementation of Collaborative Strategic Reading (CSR) Strategy has notably enhanced the academic performance of grade eleven students at SMK Swasta Persiapan Pematang Siantar.

DISCUSSION

The conducted research at SMK Swasta Persiapan Pematang Siantar revealed a remarkable difference amongst the students. The implementation of the Collaborative Strategic Reading (CSR) strategy proved to be highly effective in enhancing their reading comprehension skills, particularly in narrative texts. The researcher employed pre- and post-tests to accurately assess the impact of Collaborative Strategic Reading. Despite facing time constraints due to the mismatch between the learning process and the allocated course hours, the use of this strategy facilitated a seamless and expedited learning experience.

Furthermore, the researcher identified both the disadvantages and advantages of collaborative strategic reading as a learning strategy. The researcher's disadvantage in using collaborative strategic reading was the potential for possibly by students who did not understand the topic or question at hand. Giving students a time limit was carried out in order to compensate them for their weakness. The advantages of using research in Collaborative Strategic Reading, students are more active in while doing a lesson. The circumstances of teaching developed through teaching and learning activities, as well as effective communication and interaction, motivate students to follow the learning process.

For this research, the researcher selected a representative sample of two classes, with each class consisting of 30 students. In order to examine the effectiveness of Collaborative Strategic Reading, one class was designated as the experimental group, while the other class served as the control group and received a different form of treatment or no treatment.

The researcher administered both a pre-test and post-test to the students in order to assess the effectiveness of implementing the Collaborative Strategic Reading (CSR) strategy on enhancing their narrative text comprehension abilities. The test consisted of 20 multiple-choice questions for literal and interpretative reading, which encompassed various aspects of reading comprehension such as identifying key concepts, drawing inferences from the text, retrieving factual information, identifying references, and deciphering the meaning of the text through a rich vocabulary.

Based on analysis of the data, the researcher has made a remarkable discovery. It was found that the mean score before the experiment in the experimental class was 32.5, and astonishingly, the mean score after the experiment soared to 73.1. Conversely, in the control class, the mean score before the experiment was 49.1, and it slightly increased to 65 after the experiment. Moreover, the T-test result of 2.066 exceeded t-table value of 1.672 at 5% significance level, with degrees of freedom equal to 58. This evidence demonstrates a substantial enhancement in the students' reading comprehension, specifically in the context of narrative text, when they were exposed to the transformative teaching approach known as Collaborative Strategic Reading (CSR).

By implementing Collaborative Strategic Reading (CSR), students were empowered to confidently express their viewpoints, regardless of their accuracy, as extensive time was allocated for discussion and the teacher diligently clarified each response to ensure comprehension. This starkly contrasted with the traditional approach used in the control group, where only few students had the opportunity to display their understanding. This

observation prompted the researcher to recognize the limitations of this method. Due to the large class size, the teacher encountered challenges in maintaining control while each pair engaged in discussion. Consequently, in order to achieve more favorable results in terms of enhancing reading comprehension, it is strongly recommended that future researchers further develop and expand upon this strategy in their investigations.

CONCLUSION

The researcher's findings demonstrate that the implementation of Collaborative Strategic Reading as a learning strategy greatly enhances students' reading comprehension, particularly in areas such as vocabulary acquisition, identifying main ideas, making inferences, locating factual information, and understanding narrative texts of 11th grade students at SMK Swasta Persiapan Pematang Siantar. In addition, Collaborative Strategic Reading fosters active student participation, promotes the exchange of ideas among peers, and cultivates an inviting educational environment that captivates students' attention. The analysis of the collected data revealed that the experimental group achieved an impressive mean score of 73.1 on the post-test, surpassing the control group's average score of 65. Furthermore, the standard deviation of the post-test scores in the experimental group was 7.31, while in the control group it stood at 5.57. Calculations regarding the standard error of the mean differences yielded a value of 3.92. Notably, the T-test value exceeded T-table value (2.066 > 1.672) at a 5% level of significance, indicating a statistically significant superiority in the T-test result. Consequently, the null hypothesis (Ho) was confidently rejected, while the alternative hypothesis (Ha) was accepted.

REFERENCES

Aritonang, R. P., & Swondo, A. P. (2021). THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS'READING COMPREHENSION. *Journal MELT (Medium for English Language Teaching)*, *6*(1), 31-53.

Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). Introduction to research in education 8th edition. Canada: Cengange Learning.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.

Hatch, E., & Farhady, H. (1982). Research design and statistics for applied linguistics.

Lisandy, N., & Adijaya, N. (2019). The effectiveness of using collaborative strategic reading (csr) on students' reading comprehension of narrative text. *English Language in Focus (ELIF)*, *2*(1), 53-58.

McDonough, Jo & Christopher Shaw. (1993). Materials and Methods in ELT: A Teachers' Guide, Oxford: Blackwell Publishers.

Palinscar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and instruction*, *1*(2), 117-175.

Putri, A. K. (2015). Using Collaborative Strategic Reading (CSR) to Develop Reading Comprehension of the Second Year Students. *e-Journal of ELTS (English Language Teaching Society)*, *3*(2).

Sugiyono. (2009). Educational Research Methods: Quantitative, Qualitative Approaches, and R & D. Bandung : Alfabeta.

Woolley, G., & Woolley, G. (2011). *Reading comprehension* (pp. 15-34). Springer Netherlands.