

**USING A DOUBLE ENTRY JOURNAL STRATEGY IN TEACHING
READING COMPREHENSION TO SENIOR HIGH SCHOOL**

PAPER

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By:

Putri Yulia Sari

12231/2009

ADVISOR:

Drs. Zainuddin Amir, M.Pd.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ART
STATE UNIVERSITY OF PADANG**

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HALAMAN PERSETUJUAN

**Using A Double Entry Journal Strategy in Teaching Reading
Comprehension to Senior High School**

Nama : Putri Yulia Sari
NIM/BP : 12231 / 2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

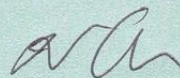
Padang, Januari 2014

Mengetahui,
Ketua Jurusan

Disetujui oleh,
Pembimbing



Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001



Drs. Zainuddin Amir, M.Pd.
NIP. 19480709 197303 1 002


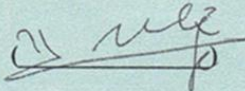
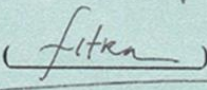
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Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

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NAMA : Putri Yulia Sari
NIM/BP : 12231 / 2009
PROGRAM STUDI : Pendidikan Bahasa Inggris
JURUSAN : Bahasa dan Sastra Inggris
FAKULTAS : Bahasa dan Seni

Padang, Januari 2014

Nama	Tim Penguji	Tanda Tangan
1. Drs. Zainuddin Amir. M.Pd.	Ketua	
2. Yuli Tiarina, M. Pd.	Anggota	
3. Fitrawati, S. S., M. Pd.	Anggota	

ABSTRAK

Putri Yulia Sari, 12231. “USING A DOUBLE ENTRY JOURNAL STRATEGY IN TEACHING READING COMPREHENSION TO SENIOR HIGH SCHOOL”.

Membaca sebagai salah satu keterampilan bahasa perlu dikembangkan pada berbagai jenis pendidikan agar siswa mampu memahami isi bacaan dengan baik. Hal ini sangat penting guna mendapatkan banyak informasi dan pengetahuan. Namun kenyataan dilapangan masih banyak siswa mengalami kesulitan dalam membaca terutama dalam memahami isi bacaan. Hal ini disebabkan oleh beberapa faktor seperti kurangnya kosa kata siswa, kurangnya dorongan terhadap siswa dalam membaca, dan strategi yang digunakan oleh guru membuat siswa merasa bosan. Berawal dari kenyataan ini, penulis tertarik untuk mengangkat dan mengajukan *A Double Entry Journal Strategy* sebagai salah satu strategi yang efektif dalam meningkatkan pemahaman siswa dalam membaca. *A Double Entry Journal Strategy* adalah strategy membaca yang melibatkan kegiatan menulis sebagai sarana untuk melihat seberapa paham siswa memahami bacaan dengan cara memberikan komentar dari setiap kutipan yang dipilihnya ataupun ditentukan oleh guru dari bacaan yang mereka baca. Siswa membuat journal yang berbentuk kolom yang dibagi menjadi dua bagian. Kolom kiri digunakan untuk menuliskan kutipan dari bacaan, kutipan ini dapat berbentuk prasa ataupun kalimat yang dirasa menarik. Kolom kanan digunakan untuk menulis komentar dari kutipan yang dibuat. Siswa bebas mengomentari apa pun yang mereka pikir berhubungan dengan kutipan tersebut berdasarkan pengetahuan dasar yang mereka miliki. Dengan menggunakan *A Double Entry Journal Strategy* guru dapat mempermudah siswa untuk memahami sebuah bacaan, karena siswa bisa menghubungkan apa yang dibaca dengan pengetahuan yang telah dimilikinya. Oleh karena itu, diharapkan kepada guru bahasa Inggris agar mengaplikasikan *Double Entry Journal Strategy* untuk menjadikan siswa lebih tertarik dan mudah dalam memahami bacaan didalam pembelajaran reading.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language which connects all people around the world. It has been considered as effective means of communication in daily activities. English is used in many fields such as, in economic development, education, social, politics, and many others of global communities. Therefore, English is very important to help people in communication in global world. In addition, English should be mastered by all people. They have study English especially for people who do not use English as their mother language.

In studying English, there are four basic skills that should be mastered namely listening, speaking, reading, and writing. Among those skills, reading is the ultimate skill that should be mastered by students especially for English language learners who need much information in today's world. It supports the development of overall proficiency and provides access to crucial information at work and in school. Thus, reading is crucial for human beings and is one of essential skills that should be acquired in learning a language

Based on the School-Based Curriculum (KTSP) 2006, the aim of teaching reading for senior high school student is to enable students to comprehend the texts in order to enrich their knowledge. The students are prepared to be proficient to use the language in real life. The students learn

how to read and comprehend the text well. They are also expected to be able to respond the texts and to know the generic structure and language feature of the texts.

There are some monologues text taught to the Senior High School students, such as narrative, recount, procedure, descriptive, exposition, spoof and discussion text. For senior high school students who will continue their study to university, they have to understand of the texts taught in order that they get the information from the texts. They are expected to have good comprehension of the texts to help them enhance their knowledge.

However, the reading ability of senior high school students is still low. Based on the writer's experience when teaching practice in SMA Negeri 5 Padang, most of the students had difficulties in comprehending texts. They had problems to answer the comprehending questions about the texts given. Mostly they are able to answer the questions that asked about the specific information such as date, place, and so on. But, they have some difficulties in answering the questions which need an analysis, such as questions about reasons and processes in which the students have to understand what texts are about. In informal interview with the students, the writer asks some students about the content of texts by giving some questions orally then asks their opinions. The students are not able to answer those questions well because they do not understand the whole content of the text and they do not make use of their background knowledge in comprehending the text. As a result, most of them fail to answer the questions.

It can be assumed that many students face difficulties in reading comprehension. There are some factors influencing the students' reading comprehension. The factors are not only from the students but also from the teachers. One of the students' problems is lack of vocabulary. It makes them difficult to get the ideas from the text because of their limited vocabulary. Usually, when the students read the texts, they tend to focus their attention on unfamiliar words and consult the dictionary for their meaning. Then, they translate word by word while reading the text without understanding the meaning. The next problem is their low motivation or interest in reading. The students who are not interested in learning, will influence their other friends. They do some activities that will trouble the other students' concentration talking with others. Some of the students also feel sleepy and often yawn while reading. Therefore, their low motivation in reading is also a problem in reading.

The teaching strategy applied by many teachers also has big influence in students' reading comprehension. The teacher usually uses same strategies. The teachers usually gave a text to the students and asked them to mark the difficult words, and then found the meaning. After that, the teachers asked students to answer the questions provided. This strategy makes student not interested in reading class. It makes students become passive readers because the students just read the text then answer the questions which answers are clearly stated in the text. The teacher does not give a chance for students to explore their comprehension about the text, for example by stating their

opinion or comment about the text. Therefore, the teachers have to consider the alternative strategy which makes students more active in reading activity to increase the students' reading comprehension

From these problems, variations and creativities in teaching reading are very needed to improve students reading ability. One of the variations is by using a double entry journal strategy. The double entry journal strategy is a reading strategy that is used to gain students' comprehension about texts through writing activity as the reflection of comprehending a text. This strategy can also be used as vehicle for facilitating comprehension of text during reading, engagement, and comprehension of the content. Therefore, students' vocabularies and reading comprehension will enhance because the strategy connects the text with the readers' experience.

In short, using double entry journal strategy in teaching reading to senior high school students can be an effective way to solve the problem that are faced by the students to comprehend the text.

B. Identification of the Problem

Based on the background of the problem above, there are some factors that may cause students' difficulties in reading. First is the teacher's strategy. The strategy teacher used may not be effective. The teacher has to consider to find other strategies which are appropriate and can improve students ability. Second is the students' lack of vocabulary. They will find difficulties in reading and will spend much time for finding the meaning of unknown words

from a text due to their limited vocabulary. Last, the exercise provided for students to check their comprehension is not appropriate. The questions are expected to explore more about students' comprehension of the text rather than to find information already stated in the text.

C. Limitation of the Problem

Based on the identification of problems above, this paper is limited to use Double Entry Journal Strategy in teaching reading comprehension.

D. Formulation of the Problem

The problem can be formulated, "How can a teacher apply Double Entry Journal Strategy in teaching reading comprehension to Senior High School Students?"

E. The Purpose of the Paper

This purpose of this paper is to explain how to use Double Entry Journal Strategy in teaching reading comprehension to Senior High School students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading Comprehension

Reading comprehension is a product of reading process. There are three important key points in reading; the process of reading focused on the strategies used by the reader, the process of reading focused on the texts, and the product of reading that is comprehension (Wallace in Nunan's 2009).

Reading comprehension is a combination of identification and interpretation skills (Alyousef, 2005). The readers must have two kinds of skills in reading, identification skill and interpretation skill. The identification skill is used to recognize the text; the main idea, the generic structure, and the language feature. In addition, after reading texts, readers interpret the text. It does not mean that they translate it word by word. But they get the ideas of the writer even they can feel the mood of the writer. If readers have these two skills, they have a good comprehension.

Reading comprehension becomes the most common purpose for reading among fluent readers (Grabe, 2009). Reading comprehension involves a complex set of processes which provides a foundation for other reading purposes, such as reading to learn and reading to evaluate. Reading comprehension is also a type of reading goal which is carried out automatically for extended period of time and with apparently few processing difficulties.

Reading comprehension requires the readers to be an active constructor of meaning (Wilhelm, 2011). Becoming an active constructor of meaning, a reader has to utilize following strategies: to activate prior knowledge, and connect the applicable prior experiences to the reading (if students don't have the requisite background knowledge about a topic, they will not be able to comprehend), to set purpose, to predict, to decode text – identify word and sentence meanings, to summarize – bring meaning forward throughout the reading, building on prior information to create new meaning, to visualize – see characters, settings, situations, ideas, mental models, to question as a part of reflection of reading, to monitor understanding, to use clarifying and corrective strategies where needed, and to reflect on and apply the meaning that has been made to new situations.

National Reading Panel in NSW (2010) claims that the emphasis of the fact of comprehension is an active process between a reader and a text. To get the comprehension, the reader has to deal with the text while he is doing a reading process. In addition, Duke (2011) states the process of reading comprehension is grounded to good readers. There are several characteristics about what the good readers do when they read. First, good readers are active readers. They read something with a determination to understand the reading. They engage the texts with their selves to connect the knowledge. Second, the good readers have clear goal for reading and constantly evaluate what they achieve. Next, they typically look over the text before they read. They skim through the structure of the text and notice the text section that might be

important to reading goals. Then as good readers, they make predictions about what the text is about. After that, good readers read selectively, they decide what they will read carefully, what they read quickly and what not to read. Then, the good readers construct, revise, and question the meanings they make as they read. In addition, good readers try to determine the meaning, and then integrate their prior knowledge. They also consider about authors' side, At last, the good readers monitor their understanding and evaluate the text's quality and value.

In conclusion, reading comprehension involves a set of purpose, which leads a reader to have skills in identifying word and sentence meaning, identifying strategies used in reading, identifying the writer's purpose and identifying prior knowledge when reading. Besides, a reader must be able to interpret the characters, setting, ideas, and mental models from the writer's point of view.

B. Teaching Reading at Senior High School

Based on Badan Standar Nasional Pendidikan in Pemdiknas No. 41 Tahun 2007 (Standar Proses), the teaching process is conducted into three activities. Firstly, teaching activities begin from pre- teaching activities. In this phase, the teacher's role is to prepare the students physically and mentally in learning process, such as: checking the students' attendance and the students' readiness before begin the learning process. If the students seem not ready to study, the teacher has to motivate the students. After that, the

teacher introduces the topic by building students' basic understanding about the topic. The teacher can ask students related with the topic that will be learnt. Then, the teacher tells the lesson's objective to the students.

Next, the teacher does whilst- teaching activities. It is the main learning process, which purposes to rise learning basic competences. It can activate the students in learning as well as to provide opportunities for the students to be creative and independent learners based on their talent and their self-development.

There are three activities in whilst- teaching activities as stated in Permendiknas No. 41 Tahun 2007: exploration, elaboration and confirmation. In exploration, the teacher involves the students in the learning activity to explore information about the topic or material, and facilitate interaction in the classroom. In elaboration activities, the teacher functions as a facilitator. The students are given opportunity to think, create and produce things from exercises and assignments given both cooperatively and independently. In confirmation activities, the teacher rewards the students' work and facilitates the students to get more learning experience.

Finally, the last activity is post- teaching activities. In this phase, the teacher and the students conclude the lesson well individually or cooperatively. In this phase, the teacher can also evaluate the students' learning progress. At the end of the lesson, the teacher should tell the lesson plan for next meeting in order that the students can prepare themselves at home.

The most fundamental responsibility in teaching at school is teaching students how to read. It makes teaching reading get the most attention for many teachers. Teaching reading is a complex linguistic achievement which considers not only knowledge and skill but also reading interest of the students and the strategy teacher used. Teachers should have a good preparation in teaching reading, including the preparation of selecting the appropriate text which interesting to the pupils.

Based on School Based Curriculum (KTSP), the materials for senior high school students consist of interpersonal/ transactional texts such as greeting and introducing; functional text such as announcement and advertisement; and monologue texts like narrative and descriptive text. In teaching reading to senior high school students, the students will learn various monologue texts, namely exposition, descriptive, narrative, spoof, explanation, procedure, report, recount, news item, discussion and review text. Students are expected to be able to in comprehend the texts to enrich their knowledge.

In teaching reading, the teacher should have big effort to make students interested in reading. It should be different from teaching children in elementary school because of their different characteristics of psychological background. Harmer (2002) says that peer approvals maybe considerably more important for the student than the attention of the teacher, which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of

reading. Harmer also states that students must be encouraged to respond to the text and experience, rather than just answering question and doing abstract activities.

In short, it can be concluded that there are three activities in teaching process: pre-teaching, whilst-teaching, and post-teaching. In process of whilst-teaching, it is divided into three phases. They are exploration, elaboration, and confirmation. In addition, teaching is supported by materials. The materials have already mentioned in curriculum. In teaching reading, the teacher has some factors that should be considered such as, the students level of education, students' interest, and preparation of selecting text.

C. Double Entry Journal Strategy

Double entry journal is also known as dialectical journal or Double entries diary. Blachowicz (2001) states that the double entry journal is a writing activity that can be used for students to keep a record of their responses to reading. Students engaged with text through reading and writing experiences gain better comprehension of text. In addition, Blachowicz & Ogle (2001) say the double entry journal is a useful strategy that promotes engagement with text by connecting reading and writing. It involves writing activity as the output of the reading comprehension. According to Rodriguez (2012). Double entry journal is a tool that help students read 'text and event' and then reflect on and make meaning of

them. Therefore, double entry journal is reading strategy that involves writing activity as the way to reflect what the students read.

1. The Use of Double Entry Journal Strategy

Double entry journal is used to see the students' comprehension through the response students given in the activity of double entry journaling. The response is the reflection of how deep the students understand the text. Richardson, Morgan and Fleener (2012) state that the students reflect on their reading through a reaction piece that captures insights and observation. Based on L'Allier&Elish-Piper in Richardson (2012) double entry journal promotes in-depth reflection of reading by encouraging learners to go beyond just making connection.

Double entry journal creates an interactive setting between the reader and the text by allowing students to record dual entries that are conceptually related. This process involves students' background knowledge and feeling to respond the text. The interaction occurs in processing of students' responses through their writing in the columns. The two columns can be said as a place of "conversation" between readers and text. The space of the note taking here is called journal as the meaning of this strategy which involves writing activity. Preszler (2006) supports that the journal of double entry means a place for students to easily express their thoughts and ideas about the text they read. In conclusion, double entry journal is used to see the reflection of the students' reading comprehension. It is also used as a

media for students to express their thought about the reading by involving their background knowledge in the process of reading comprehension.

2. The Advantages of Using Double Entry Journal Strategy

According to Rodriguez (2012), there are some advantages of using double entry journal Strategy in teaching reading:

- a. It facilitates student engagement with a text, it means that they will make connection between the text and their knowledge during reading.
- b. It facilitates students' comprehension of text (students actively interacts with text). By giving the response of the quotation, the students certainly understand the text.
- c. It allows students to respond immediately to the text. By using double entry journal strategy, the students are accustomed to connect what they read with their knowledge by giving response.
- d. It connects text with students' background knowledge. In giving a response, students involve their background knowledge.
- e. It facilitates students' reflection on development of personal understanding of text. Students responds the text by connecting it into them selves
- f. It allows teachers to informally assess difficulties students might have with comprehension. By seeing the students' response of

double entry journal, a teacher are able to know the problem of students' reading comprehension.

- g. It can be used for both fiction and non-fiction texts. Since double entry journal is a strategy that is used to see students' reading comprehension through response, it can be used for all genres of texts.

In short, double entry journal is the strategy that enables students to record their responses to text as they read. Students write down phrases or sentences from their assigned reading and then write their own reaction to that passage thus the students will become active readers. Double entry journal also can be used as vehicle for facilitating comprehension of text. This strategy can be applied for all genres of the text.

3. Teaching Reading by Double Entry Journal Strategy

On the procedure, double entry journal strategy can be applied for student individually or a small group. According to Rodriguez (2012), there are some steps in applying double entry journal strategy in teaching reading. The first stage is modeling the strategy; a teacher gives a text chosen to students, then begins with modeling the strategy through a think aloud. This modeling helps students understand the quote selection process. Next, the teacher and students discuss the type of thinking and writing required for the notes (the right column) by modeling the teacher's thought processes while writing on her own column which can used a projector or the board as the

media of the journal. After modeling the way of using double entry journal, the students will enable to do it by themselves.

A teacher instructs students to divide their page into two with a vertical line down center. Then, the teacher gives a text to the student and instructs them to find quotations or facts that interest them while reading process and copy those quotations with paragraph or line numbers in the left column of the journal page. In the right column, the students can record their responses and reactions to the text selected. From this strategy, the teacher can define the students reading comprehension.

In conclusion, double entry journal is important to students in learning reading. It can be an innovation in teaching reading in which the students do not only focus on answering the questions provided that make them become passive readers but this strategy also focuses on how deep the students comprehension about the text through the responses students write on the journal.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is one of fundamental skill that should be taught by teacher. In process of teaching and learning, there are many problems found. One of the problems is teaching reading comprehension strategy teacher used which is not appropriate anymore. A teacher needs to find a new strategy, which can help students improve their reading comprehension such as double entry journal strategy.

Double entry journal is strategy that engages readers with the text they read. The readers make connection between the text and him/her by giving their response in the double entry journal column. In using double entry journal, the readers make two columns, the right one is for quotation and the left is for response. The quotation can be a clause, quote, and phrase that the readers think are important, or difficult, even interesting for them. Meanwhile, the response can be comment, summaries, notation, suggestion, and so on. Therefore, by giving the response, the teacher is able to see the students' comprehension of the text. The students who have less quotation and comment, it can be said that they have less comprehension about the text given, and vice versa.

B. Suggestion

In this paper, the writer suggests the teachers to notice some aspects in applying double entry journal strategy. First, the quotation in left column is much better if the teachers their selves select the quotation in order to ease them in assessing students' comprehension. Second, selecting the quotation should be begun from the simple form such as words or phrases. Then, the text teachers used, should be short and familiar, to make students easy to connect it with their background knowledge. Applying double entry journal strategy needs well time management. The teacher must be wise managing the class in applying this strategy, because the students will find difficulties in the beginning of applying double entry journal strategy. The writer also suggests the teachers to use small group of the students.

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