IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXTS BY USING "TELLS" STRATEGY AT GRADE VIII A OF MTs N SUNGAI TONANG KAMPAR

THESIS

By

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ABSTRAK

Aswandi, 2014. Improving Students' Reading Comprehension of recount texts by Using "TELLS" strategy at grade VIII A of MTs N Sungai Tonang Kampar. Thesis. English Education Section. Language education Program. Graduate Program. State University of Padang.

Berdasarkan permasalahan yang ditemukan di kelas, siswa kelas VIII A MTs N Sungai Tonang Kampar memiliki kesulitan dalam memahami teks recount. Mereka sulit untuk memahami isi dan mengidentifikasi struktur teks. Mereka juga memiliki kosakata yang terbatas. Oleh karena itu, peneliti memutuskan untuk mengatasi permasalahan tersebut dengan melakukan sebuah penelitian tindakan kelas dengan menggunakan strategi TELLS (*Study the title; Examine for clues; Look for Important words; Look for hard words, and identify the setting*). Adapun tujuan dari penelitian ini adalah untuk mendapatkan jawaban apakah strategi TELLS ini dapat meningkatkan kemampuan pemahaman siswa dalam membaca teks recount dan faktor-faktor apa saja yang mempengaruhi peningkatan kemampuan tersebut.

Penelitian tindakan kelas ini di laksanakan dalam dua siklus. Setiap siklus terdiri dari empat pertemuan. Tiga pertemuan untuk pembelajaran membaca teks recount dengan menggunakan strategi TELLS dan satu pertemuan lagi untuk tes pemahaman membaca siswa. Partisipan pada penelitian ini adalah siswa kelas VIII A MTs N Sungai Tonang Kampar yang berjumlah 20 orang. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah (1) lembar observasi; siswa, guru, langkah mengajar (2) catatan lapangan (3) wawancara, dan (4) tes.

Hasil penelitian menunjukkan bahwa strategi TELLS dapat meningkatkan kemampuan pemahaman siswa dalam membaca teks recount. Hal ini dapat dilihat dari peningkatan nilai siswa. Nilai rata-rata siswa pada siklus 1 adalah 66 dan pada siklus 2 adalah 78. Kemudian, faktor yang mempengaruhi peningkatan kemampuan siswa tersebut adalah bahan ajar yang menarik, peranan guru, dan kemauan siswa dalam mengikuti semua prosedur pada strategi tersebut. Maka dapat disimpulkan bahwa penerapan stategi TELLS dapat meningkatkan kemampuan pemahaman membaca teks recount pada siswa kelas VIII A MTs N Sungai Tonang Kampar. Peningkatan tersebut tidak hanya pada nilai siswa tetapi juga pada ketertarikan siswa dalam membaca.

ABSTRACT

Aswandi, 2014. Improving Students' Reading Comprehension of recount texts by Using "TELLS" strategy at grade VIII A of MTs N Sungai Tonang Kampar. Thesis. English Education Section. Language education Program. Graduate Program. State University of Padang.

Based on the problems found in the classroom, the students at grade VIII A of MTs N Sungai Tonang Kampar had problems in Comprehending recount texts. It was difficult for them to understand contents and to identify the generic structure of the recount text. They also had limited vocabulary. Therefore, the researcher decided to solve these problems by conducting TELLS (Study the title; Examine for clues; Look for Important words; Look for hard words, and identify the setting) strategy. The purposes of this research were to find out whether TELLS strategy could improve the students' reading comprehension of recount texts and the factors that influence the changes of the students' reading comprehension of recount texts.

This classroom action research was conducted in two cycles. Each cycle consisted of four meetings; three meetings for teaching reading comprehension of recount texts and one meeting was for the test. Participants of the research are 20 students at grade VIII A of MTs N Sungai Tonang Kampar. The instruments used to collect the data were (1) observation sheets; students, teacher, and teaching steps (2) field notes (3) interview, and reading comprehension tests.

The research findings showed that TELLS strategy could improve the students' reading comprehension of recount texts. It could be seen from the improvement of the students' score in reading comprehension of recount texts test. The average score of students in cycle 1 was 66 and in cycle 2 was 78. Then, the factors that influence the improvement of students' reading comprehension of recount texts were interesting teaching material, teacher's role, and students' willingness to do all procedures of the strategy. In conclusion, the implementation of TELLS stategy could improve the students' reading comprehension of recount texts at grade VIII A of MTs N Sungai Tonang Kampar. It improved both students' score in reading tests and their interest in reading activities.

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **"Improving Students' Reading Comprehension of recount texts by Using "TELLS" strategy at grade VIII A of MTs N Sungai Tonang Kampar"** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain kecuali arahan tim pembimbing (Prof. Drs. H. Zainil, M.A., Ph.D. dan Prof. Dr. M. Zaim, M.Hum) dan penguji (Prof. Dr. Mukhaiyar, Dr. Desmawati Radjab, M.Pd dan Prof. Dr. Gusril, M.Pd).
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan di dalam daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya dengan norma dan ketentuan hukum yang berlaku.

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v

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TABLE OF CONTENTS

Page

ABSTRAK i

ABSTRACT ii

PERSETUJUAN AKHIR TESIS iii

PERSETUJUAN KOMISI UJIAN TESIS MAGISTER PENDIDIKAN iv

SURAT PERNYATAAN v

ACKNOWLEDGMENT vi

TABLE OF CONTENTS vii

LIST OF TABLES x

LIST OF FIGURES xi

LIST OF APPENDICES xii

CHAPTER I. INTRODUCTION

A. Background of the Problem 1
B. Identification of the Problem 4
C. Limitation of the Problem 5
D. Statement of te Problem 5
E. Research Questions 5
F. Purpose of the Research 6
G. Significance of the Research 6
H. Definition of the Key Terms 7

CHAPTER II. REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories 8
   1. Reading Comprehension 8

a. Reading Comprehension of Recount Texts 8
b. Assesing Reading Comprehension of Recount Texts 14
2. TELLS Strategy 17
3. Teaching Reading Comprehension by Using TELLS Strategy 18
4. Factors that Influence Teaching and Learning Process 22
B. Review of the Related Findings 25
C. Conceptual Framework 28

CHAPTER III. RESEARCH METHOD

A. Type of the Research 29
B. Participants..... 30
C. Location 30
D. Instrumentation 30
1. Reading Comprehension Test 30
2. Observation 32
a. Observation Checklist of Indicators of Reading Comprehension of Recount Texts 32
b. Observation Checklist of Indicators of TELLS 34
c. Observation Checklist of Teaching Process Based On Lesson Plan 36
d. Field Note 38
3. Interview Guidance 39
E. Procedures of the Research..... 40
1. Cycle 1 40
2. Cycle 2 51

F. Technique of Collecting the Data 58
1. Test 58
2. Observation 59
3. Interview 59
G. Technique of Analyzing the Data 60

1. Quantitative Data Analysis 60
2. Qualitative Data Analysis 61
3. Quantitative and Qualitative Result Relationship 63

CHAPTER IV. FINDING AND DISCUSSION

A. Data Description and Finding 64
1. The Extent to which TELLS Strategy Improve the Students' Reading Comprehension of Recount Texts 65
2. The Factors that Influence the Changes of Students' Reading Comprehension of Recount Text by Using TELLS Strategy 77
B. Discussion 85
C. Limitation of the Research 88

CHAPTER V. CONCLUSION

A. Conclusion 89
B. Implication 90
C. Suggestion 91

References 92
Appendices 95

LIST OF TABLES

Table 1. Indicators of reading comprehension of recount texts 16

Table 2. Blue print of the test 31

Table 3. Observation checklist of indicators of reading comprehension test 33

Table 4. Observation checklist of students' activities in applying TELLS..... 34

Table 5. Observation checklist of teacher's activities in applying TELLS 35

Table 6. Observation checklist of teaching steps (based on lesson plan) 37

Table 7. Field notes 38

Tabel 8. Interview guidance 39

Table 9. Sample of recount texts given to the students in cycle 1 43

Table 10. Sample of recount texts given to the students in cycle 2 53

Table 11. The students' improvement in each indicator of Reading Comprehension of Recount text in each meeting incycle1 66

Table 12. The students' score of reading comprehension of recount text 68

Table 13. The students' improvement in each indicator of Reading Comprehension of Recount text in each meeting in cycle 69

Table 14. The students' score of reading comprehension of recount text 71

Table 15. The improvement of students' Reading Comprehension of Recount texts 74

LIST OF FIGURES

Figure 1. Conceptual framework 28

Figure 2. Procedure of Classroom Action Research 40

Figure 3. The percentage of students improvement in each indicator of reading comprehension of recount texts in every meeting in cycle 1 66

Figure 4. The percentage of students improvement in each indicator of reading comprehension of recount texts in every meeting in cycle 2 72

Figure 5. The comparison of the students' achievement through reading comprehension test of recount texts 76

LIST OF APPENDICES

Appendix 1. Lesson Plan Cycle 1 96

Appendix 2. Lesson Plan Cycle 2 108

Appendix 3. Reading Comprehension of Recount Text
Task Cycle 1 Meeting 120

Appendix 4. Reading Comprehension of Recount Text
Task Cycle 1 Meeting 2 121

Appendix 5. Reading Comprehension of Recount Text
Task Cycle 1 Meeting 3 122

Appendix 6. Reading Comprehension of Recount Text
Task Cycle 2 Meeting 1 123

Appendix 7. Reading Comprehension of Recount Text
Task Cycle 2 Meeting 2 124

Appendix 8. Reading Comprehension of Recount Text
Task Cycle 2 Meeting 3 125

Appendix 9. Reading Comprehension of Recount Text Test Cycle 1 126

Appendix 10. Reading Comprehension of Recount Text Test Cycle 2 128

Appendix 11. Observation Checklist of Students
in Applying TELLS Cycle 1..... 130

Appendix 12. Observation Checklist of Students
in Applying TELLS Cycle 2 133

Appendix 13. Observation Checklist of Teacher
in Applying TELLS Cycle 1..... 136

Appendix 14. Observation Checklist of Teacher
in Applying TELLS Cycle 2 142
Appendix 15. Observation Checklist of Teaching Steps
(Based on Lesson Plan) Cycle 1 148
Appendix 16. Observation Checklist of Teaching Steps
(Based on Lesson Plan) Cycle 2 154
Appendix 17. Observation Checklist of indicators of
Reading Comprehension of Recount Text Cycle 1 160
Appendix 18. Observation Checklist of indicators of
Reading Comprehension of Recount Text Cycle 2 163
Appendix 19. Research Field Notes cycle 1 166
Appendix 20. Research Field Notes cycle 2 171
Appendix 21. Interview Guidance 172
Appendix 22. Interview Result 173
Appendix 23. Research Instrument Cycle 1 175
Appendix 24. Research Instrument Cycle 2 189
Appendix 25. Answer keys of Reading Comprehension Test cycle 1 203
Appendix 26. Answer keys of Reading Comprehension Test cycle 2 204
Appendix 27. Some pictures of the research 205
Appendix 28. Surat izin Penelitian 208

CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading is one of the four language skills that should be mastered by students. They get many benefits from the store of knowledge in the printed materials. Reading is also one of the most important tools for students to gain knowledge and fulfills their need for information. It is aimed at getting contents of the printed materials. Mastering reading can improve the other language skills, such as speaking, writing, and listening. It helps students to develop their ablilty in English. However, reading was not an easy activity for many students. They did not only have to read but also had to understand the text. In fact, there were many students who had difficulty in learning how to read and comprehend what they read. They usually found difficulty in recognizing or determining the language features of a text. This kind of difficulty can be limited by understanding the genres of the English text.

Based on the writer's observations and experience at grade VIII A of MTs N Sungai Tonang Kampar, it was found that many students had difficulties in reading and comprehending recount text. Most of the students had a problem in finding accurate information from the text such as main ideas, supporting ideas and concluding ideas. When the teacher asked the students orally to find the characters of a text, there were not more than five of 20 students could answer it. Then when the teacher asked the sequence of the

events of the text, only three students could answer the question. Besides that, they also had difficulties to analyze the generic structure, social function, grammatical features of the text and sometimes the students also had problems in identifying references.

In addition, the lack of students comprehension of recount text could also be seen from the result of test given by the teacher at Grade VIII-A of MTsN Sungai Tonang Kampar. There were 20 students in this class. All of them joined this test. The result of the test showed that the average score was only 60, while the minimum criteria achievement (KKM) of English at MTsN Sungai Tonang is 70. It means the result of English subject at Grade VIII-MTs N Sungai Tonang Kampar had not achieved the minimum criteria achievement.

The researcher interviewed some students about their problems in comprehending reading texts. They said that they had problems in determining the generic structures of the texts, especially in recount text. They were also difficult to comprehend the words in the text. As the result, they were not interested in reading. In other words, the students had low motivation in reading text.

Researcher found that the problem above was caused by several potential causes. It could be from the learners themselves, the teaching material and the teaching strategy. The learners who played an important role in determining their success in reading activities found difficulties in comprehending recount text. It was caused by some factors that related to

themselves such as their prior knowledge, their motivation, vocabulary mastery, and strategies of reading. The students had the problems because they did not have those factors, or even lack of them.

Furthermore, the researcher also found that the students at MTs N Sungai Tonang Kampar used to use the simple strategy to make them easy to use it in the classroom such as reading the text by using dictionary. If the students found any problems, they would translate it into Bahasa Indonesia. These reading activities did not help much in improving the students reading comprehension. As the result, this strategy did not give a good learning process and the student's achievement reading comprehension was failure. Therefore, the teacher should also be creative to choose an appropriate strategy because the appropriate technique or the strategy the teacher chose can influence students' interest, motivation and their comprehension of the text and last their reading achievement

Based on the explanation above, the appropriate reading strategy is needed to be implemented in the classroom. In this case, the writer decided to apply TELLS (T-title, E-Examine, L-Look for important words, L-look for hard words, and S-setting) strategies that are suggested by Idol-Maestas. They are strategy instruction for reading comprehension. They can enhance comprehension and to help students understand what they read.

TELLS strategy is appropriate to be applied in comprehending recount text because this strategy can help the students to understand what the story about by studying the title and get the clues from it. This strategy is also very

useful for students in improving their vocabulary because they are asked to look for the important and hard words. Finding the important and difficult words can ease them to understand the text. In addition, this strategy can also improve the students comprehension about the theme and setting by examining the story. Therefore, this reading strategy is appropriate for the students in comprehending recount text.

The goal of TELLS is to improve students' reading comprehension ability and to help students monitor their reading comprehension using the five strategies. Other goals are to make the students more self-confident and motivated to read, to improve their reading skills and greater initiative.

Based on the explanation above, the writer hopes that TELLS strategy is helpful in creating teaching reading comprehension more effective and at the same time it will improve the students' achievement. Therefore, the writer carried out research entitled **"**Improving Students' Reading Comprehension of Recount Text by using TELLS strategy at Grade VIII A of MTs N Sungai Tonang Kampar".

B. Identification of the Problem

Based on the background of the problem it can be identified that the problem lies on:

1. The majority of the students are difficult to understand the text (the main idea, references, inferences, generic structure, social function, and grammatical features, etc).

2. The students lack of vocabulary
3. Students have low score in understanding reading text
4. Teacher implements inappropriate teaching strategy

C. Focus of the Research

Based on the identification of problems above, the researcher focused on

1. Students' score in reading comprehension of recount texts at grade VIII-A of MTs N Sungai Tonang Kampar did not reach the minimum standard criteria of achievement.
2. TELLS strategy was used to improve students' reading comprehension of recount texts.

D. Statement of the Problem

Based on the focus of the problem above, the statement of the problem can be stated as following: students' reading comprehension of recount texts at grade VIII A of MTsN Sungai Tonang Kampar can be improved by using TELLS strategy.

E. Research Question

Dealing with the focus of the problem, the problems are elaborated in some research questions as follow:

1. To what extent can TELLS Strategy improve students' reading comprehension of recount Texts at grade VIII A of MTsN Sungai Tonang Kampar?

2. What are the factors that influence the changes of students' reading comprehension of Recount Texts by using TELLS Strategy at grade VIII A of MTsN Sungai Tonang Kampar?

F. Purpose of the Research

The purposes of this research are as follows:

1. To find out to what extent TELLS Strategy can improve students' reading comprehension of Recount Texts at grade VIII A of MTsN Sungai Tonang Kampar
2. To find out the factors that influence the changes of students' reading comprehension of Recount Texts by using TELLS strategy at grade VIII A of MTsN Sungai Tonang Kampar.

G. Significance of the Research

There are three reasons why the problem of the research is important to study:

1. To inform and explain to the English teachers about TELLS as a strategy in teaching reading in order to improve the students' ability in reading comprehension of recount texts.
2. To share information with the students about how to improve their reading comprehension of recount texts by using TELLS Strategy.
3. To apply knowledge and develop the writer's way of thinking in research field.

H. Definition of the key Terms

1. Reading Comprehension is an activity to associate the prior knowledge in understanding the explicit and implicit message of the written material thus the reader can get ideas of the text.
2. Recount text is kind of text that is to retell events for the purpose of informing or entertaining the readers. The text is constructed by three components: orientation, series of events, and re-orientation.
3. TELLS is a reading strategy that guides students to improve their reading comprehension. It stands for: T (Title); E (Examine); L (Look); L (Look); and S (Setting).

CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the research , it can be concluded that:

1. TELLS strategy improves the students' reading comprehension of recount texts. The improvement can be seen in the average score of students' reading comprehension of recount text. It was 66.35 in cycle 1 and 77.85 in cycle 2. So, it increased 11.5 points.
2. The factors that influence the changes of students' reading comprehension of recount texts are:

   a. Interesting teaching material

      Researcher found that interesting reading texts influenced the students' reading comprehension of recount texts because it can increase the students' curiosity. Interesting material can motivate the students to read the text.

   b. Teacher's role

      In TELLS strategy, the teacher gave guidance and explanation to the students. The existence of the teacher really needed because he had a great influence during the teaching and learning process. The guiding activities that the students had to do during teaching and learning process by using TELLS strategy was the one of the factors that influenced the improvement of students.

c. Students' willingness to do all of TELLS strategy

Based on the data from the field notes, the students had high motivation and enjoy the reading activities by using the strategy. It is very helpful for the students in comprehending recount texts. In addition, the result of interviews showed that the students were interested in using TELLS strategy because it was a new strategy for them.

B. Implication

In connection with the findings of this classroom action research, TELLS strategy can be used by the teacher to help students to improve their reading comprehension of recount texts for the teaching and learning process:

1. TELLS strategy is one of the strategies that can be used by the teacher to help the students in improving their reading comprehension of recount texts because it encouraged the students to be more active. Since the research finding proved that the use of TELLS strategy could improve the students' reading comprehension of recount texts, the teacher needs to apply this strategy to solve the students' problem in learning reading comprension especially in recount texts.
2. In applying TELLS strategy, the teacher should consider some factors that influence thechanges of students' reading comprehension of recount texts. The factors are unknown teaching material, teacher's role and students' willingness to do all of TELLS strategy in the classroom. They should be be considered in implementing TELLS strategy.

C. Suggestion

Finally, for the sake of facilitating English teachers in teaching reading comprehension of recount texts, particularly by using TELLS strategy, the researcher presents the following suggestions:

1. It is suggested to the researcher as English teacher to apply TELLS strategy in teaching reading comprehension of recount texts because it can improve students' reading comprehension very well.
2. The students, especially in MTs N Sungai Tonang Kampar are suggested to apply TELLS strategy in their reading activities.
3. The other researchers who are interested in carrying out a research in other aspects of English can use TELLS strategy in their future studies.

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