

**IMPROVING STUDENTS' PARTICIPATION IN LISTENING
COMPREHENSION CLASS USING SIMON SAYS GAME**

AN ARTICLE

By:

WINDA PUSPITA

NIM F1021131006



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
PONTIANAK**

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By:

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Approved by:

Supervisor I

Supervisor II

Dr. Ikhsanudin, M.Hum

NIP. 196611051992031003

Dr. Eni Rosnija, M.Hum

NIP. 197201031997022001

Legalized by:

**Dean of Teacher Training and
Education Faculty**

**Head of Language and Art
Department**

Dr. H. Martono, M.Pd

NIP. 196803161994031014

Drs. Nanang Heryana, M.Pd

NIP. 19610751988010001

IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING QUESTIONS ANSWER RELATIONSHIP STRATEGY

Reyna Katia, Rahayu Apriliawati, Luwandi Suhartono

English Education Study Program of Language and Arts Education Department

Teacher Training and Education Faculty Tanjungpura University Pontianak

Email: reynakatia5@gmail.com

Abstract

This research was conducted based on the problems in teaching learning process. The students had problems to comprehend the information in the generic structure of the narrative text, they were lack of vocabulary, and they did not know how to use reading strategies to comprehend narrative text. The purpose of this research was to investigate how Questions Answer Relationship (QAR) strategy enhanced students' reading comprehension of narrative text at the Ninth Grade students of SMPN 2 Pontianak in academic year 2017/2018. The research was conducted through Classroom Action Research in three cycles. The participants of this research were the ninth grade English teacher and 38 students in class IX B. The writer used observation, and measurement technique to collect the data. The writer elaborated the result of observation checklist, field note, and students' mean score, in order to get the research findings. The result showed that students could comprehend a narrative text through QAR strategy. QAR strategy improved students' vocabulary, students' understanding of information in the narrative text, and students' understanding in applying reading strategies. In the first cycle, the students' mean score was 58.8, it increased to 68.6 in the second cycle, and it increased to 80.3 in the third cycle. In other words, Question Answer Relation (QAR) strategy improved students' reading comprehension of narrative text.

Keywords: reading comprehension, narrative text, Question Answer Relationship strategy

INTRODUCTION

Reading skill is necessary for students to access information and to understand texts in English. According to Walberg (2003) states that reading is about understanding written text. It is a complex activity that involves both perceptions and thought. By reading, students can improve their knowledge, gather information, and get valuable references to support their learning process. In the reading activity, the reader is expected to get the main ideas and detail information from the text. In order to get the meaning from the text, the reader needs comprehension.

Reading comprehension is reached when the reader can interact with the text in a meaningful way. The readers should connect one idea to another to make the reading meaningful and to get the details of information. In reading class, students are expected to be able to read kinds of text successfully. It means

that students have to be able to comprehend what is being written by getting involved in the process of acquiring grammar and vocabulary of the language and the meaning which are contained in the reading text. Reading is one of language skills that enable EFL students obtaining information. By reading, the students can improve their knowledge, gather information, and get valuable references to support their study. According to Pang et al (2003:21), "Reading is a skill that will empower the students who learns it. They will get the benefit from the store of knowledge in printed material". It means that the students need to have good reading skill in order to get the important information of the text.

In teaching reading for EFL student the English teacher needs to consider reading ability of the students. According to Nation (2009:3) stated that there are differences between L1 and L2 in learning reading. L1

students are prepared for reading at an early age by listening to stories, they are read the text, and interacting with adults and others about the stories they hear. They already have large vocabulary of several thousand words which includes most of the words they will meet in early reading. They also have good control of the grammar of the language, have a lot of knowledge about books and have had many stories read to them. They are very keen to learn how to read. However, for L2 students there are some factors that make students difficult to read in another language. They are lack of vocabulary and information about grammar and sound of English. They also can already read in their L1 and it makes them need to learn different writing system.

The goal of reading is to comprehend the meaning and the context of the text. According to Pang et al (2003:6) states "comprehension is the process of making sense of words, sentences, and connected text". It means that the readers have to use their background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand written text.

In order to comprehend a text there is a process of reading comprehension that the students have to do. According to Grabe and Stoller (2001:191) there are three stages in teaching reading comprehension, they are: 1) Pre-reading. This activity helps the students to access background information that facilitate subsequent reading, provides specific information needed for successful comprehension, stimulates student interest, sets up student expectations, and models strategies that students can later use on their own. 2) During-reading. During-reading activity is the process of student's reading. It guides students through the text. It focuses on understanding difficult concepts, making sense of complex sentences, considering relationships among ideas or characters in the text, and reading purposefully and strategically. 3) Post-reading. This activity helps the student to extend the ideas and information from the text. It also ensuring the major ideas and supporting the information in other task. The purpose of this activity is to give students an opportunity to

respond creatively to what they have read and more focus on the information in the text.

In teaching reading in the classroom, the teacher uses a text as the material for teaching reading process. The teacher can use many genres of text as the material for teaching reading comprehension. According to Nunan (1999:308) stated that "Genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, a recipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question". It means that, every genre of the text has different purposes for the students in teaching learning process.

The teacher has to use many kinds of the text in order to teach students different grammatical forms that reflect the communicative purpose of the text.

According to Pardo (272 : 2004) "How well the text is written whether it follows conventions of its genre or structure, and the language or dialect it is written in all factors of the text. The content of a specific text, the difficulty or readability of it, and even the type font and size are factors of a text that can influence a reader's comprehension". It means that in choosing a text for students, the teacher needs to consider with the context of the text, the level of the text to make students have a good comprehension of a text.

Based on the Kurikulum 2013, reading skill is one of four basic skills which should be mastered by the students. The basic competence of reading skill requires student's ability to comprehend the text in form of descriptive, recount, and narrative. In reality, at ninth grade, an English teacher stated that many students in class IX B of SMPN 2 Pontianak commonly have problems in comprehending narrative text. In reading comprehension in narrative text, the students are demanded to understand the information based on the generic structure. According to Anderson (2003: 3) there are some aspects that the students have to comprehend, there are: a). Orientation, in this part, the students have to comprehend the information

about the characters of the story, where and when its happening. b). Complication, in this part the students have to comprehend the information about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. c). Sequence of events, in this part the students should comprehend the information about how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order. d). Resolution, in this part, the students have to comprehend the information about how the problem is solved. e). Coda, in this part after the students read the whole text, the students have to determine a moral message to be learned from the story.

Based on writer's observation during teaching practice at SMPN 2 Pontianak, the writer found that the students in B class had problems in comprehending the information of the narrative text. They had some problems to understand the information structure in narrative text. Based on the interview with the English teacher the students had problems in understanding the information structure about what did happen in the story, who was involved in the story, where and when it happened, how did the characters faces the problem, and how the problems are solved. The English teacher said that the problem happened because the students were lack of vocabulary and they did not know how to use a strategy in reading comprehension. Thus, the result of students' reading comprehension achievement was still low. In narrative reading class, the teacher applied teacher center technique to the students while teaching a narrative text. The teacher read the whole text for the students and the students are asked to answer the questions by themselves.

Referring to the problem above, the writer and the teacher discussed what suitable ways to do in order to solve the problem. The writer offered an alternative solution technique that could help students' reading comprehension on a Narrative text. The alternative solution of the problem that had been discussed between teacher and the writer was using Question Answer Relationship strategy.

QAR strategy is reading strategy that guides the student to distinguish questions with answers that are found in the book and questions with answers found In My Head. It has been described as a comprehension strategy. According to Raphael et al (2005: 207) states "QAR is a reading strategy that teaches students how to be better prepared to answer questions from a text. Through this process, students begin to understand that when confronted with a question, the answer will either come from the text or from what they know (in their head)". It means that this strategy will help them to realize the need to consider both information in the texts and information from their own background knowledge. Furthermore, Raphael et al (2005:208) states that QAR strategy provides the student a way to think and talk about resources of information for answer questions. It means that, QAR strategy helps the students to understand that the answer to the questions is directly related to the type of questions.

In QAR strategy there are some types of the question that can be used to the students. Raphael et al (2005:212) divided QAR questions based on the location of the answer, there are; In the book and In My Head. The explanation as follow: a) In the Book. This information (answers) is found written in a passage. The students can answer these questions by going to one place and finding all necessary information. The students use their literal comprehension to answer the questions. In the book questions classified as follow: 1) Right there. Right there questions require readers to go back to the passage and find the correct information (explicit information) to answer the questions. It called literal question as the correct answer can be found in the passage. For fiction text, the kind of questions in QAR includes identifying information about characters or setting or determining a sequence of events that can be found in one place. Right there questions sometimes include the words: According to the passages, How many, Who is, Where is, and What is. 2) Think and Search. In Think and Search questions, the answer will still be in the text, but the answer may be in more than one location. The questions usually

require the reader to think about ideas or information (implicit information) in the passage related to each other. To answer the questions effectively, the reader will need to “think and search” throughout the text and will need to look back at the passage, find the information that the question refers to and then think about how the information or ideas fit together. For example, asking about problems, details, and events of the story. This types of questions generally used in during reading and after reading. b). In My Head. To answer this type of questions, the students must use their prior knowledge. It means that, if the questions are In My Head, the students need to use their inferential comprehension to answer the questions. In My Head questions are classified as follows: 1) Author and Me. The answer Author and Me questions are not found in the text. Instead, they required students to think inferentially. It requires the student to use ideas and information that is not stated directly in the passage to answer the question. These questions require the students to think about what they have read and formulated their own words. The example of this question is, “What is the moral value of the text?”. 2). On My Own. This question can be answered using student’s background knowledge on a topic. This type of questions does not usually appear on tests of reading comprehension because it does require the reader to refer to the passage. This question required the students to have inferential and evaluative thinking. On My Own questions can be answered without even reading the text. It means that the readers need to use their own ideas and experiences to answer the questions. For example, the teacher gives questions to students about what they already know about the story”. These types of questions generally used in before reading activity.

According to Raphael et al (2005:214) there are some strategies based on the types of QAR questions, they are; (1) In Before reading stage, the teacher can give on my own and author and me questions to activate student’s prior knowledge, (2) in during reading stage, the teacher asks the students to use scanning, identifying and underlining strategy to captures the key words or sentence or that contain the

important information in the text to answer Right There and Think and Search question about Information structure and context clues strategy to help the students find the meaning of the word, to answer Right There question about vocabulary, (4) in after reading stage, the teacher asked the student about what they have read from the text and what is the moral value of the text.

Based on the research background, this research was conducted to answer this question: How does Questions-Answer-Relationship strategy improve the students’ reading comprehension of narrative text?, and specific research questions: (1) How does Right There question in QAR strategy improve students’ vocabulary in narrative text?, (2) How does Right There and Think and Search question in QAR strategy improve students’ understanding of information structure of Narrative text?, (3) How does Right There, Think and Search, Author and Me, and On My Own question in QAR strategy improve students’ reading comprehension strategy of narrative text?.

METHOD

This research was conducted in SMPN 2 Pontianak, particularly at Class B of the ninth grade in academic year 2017/2018 using classroom action research. The writer conducted this research in improving students’ reading comprehension in narrative text through QAR strategy.

Classroom Action Research (CAR) is research carried out in the classroom by the teacher of the course. According to Burns (2010), one of the main aims of classroom action research is to identify a ‘problematic’ situation or issue that the participants— who may include teachers, students, managers, administrator, or even parents— consider worth looking into more deeply and systematically.

CAR can be a very valuable way to extend teaching skills and gain more understanding of the teachers’ personalities, the classrooms and the students. It is related to the ideas of ‘reflective practice’ and ‘the teacher as writer’. It involves taking a self-

reflective, critical, and systematic approach to explore the teaching contexts. In classroom action research, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it. There are some

CAR requires some steps to be developed which are rather different with the other kinds of research. Based on The Oxford Handbook of Qualitative Research by Leavy (2014), classroom action research typically involves four broad phases in a cycle of research, such as planning, acting, observing, and reflecting.

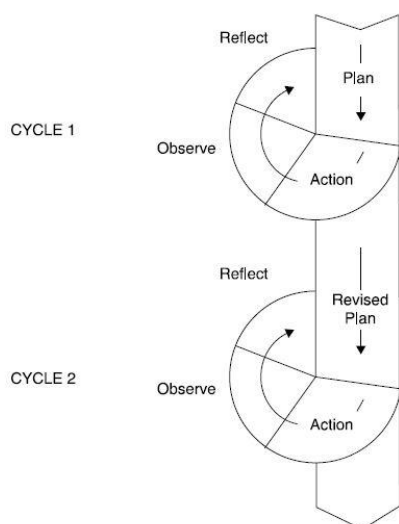


Figure 1. Cyclical AR model based on Kemmis and Taggart (1988)

In doing this research, the writer conducted two cycles which each consisted of four stages: planning, acting, observing, and reflecting.

- 1) In planning stage, the writer constructed the lesson plans based on the curriculum applied in the school. The teaching technique used QAR strategy. The writer also prepared observation checklist and field notes to make it easier for the collaborator to get the aimed data.
- 2) In acting stage, the writer collaborated with the subject teacher. The writer became the collaborator and the subject teacher became the teacher during the teaching learning process using QAR

strategy. The collaborator acted as the observer and gathered the desired data.

- 3) In observing stage, the collaborator collected the data using observation checklist and field notes provided.
- 4) In reflecting stage, the writer reflected throughout the data and evaluated the teaching learning process. The result of the reflection was used to determine what should be done in the next cycle.

Setting and Subject of Research

This research was conducted at SMPN 2 Pontianak at Jl. Selayar. The subject of research were divided into three: (1) Student participants were ninth grade students of SMPN 2 Pontianak in academic year 2017/2018, specifically at Class XI B; (2) Teacher participant was the English teacher of ninth grade in SMPN 2 Pontianak.; (3) Collaborator was a student of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University

Techniques of Data Collection

Techniques of data collection used in this research were observation, measurement, reading assesment. In observation, the collaborator paid attention to the students' performance carefully in order to notice things that have connection with the research focus. The observation was guided using observation checklist and field notes to notice students' participation improvement using QAR strategy. Meanwhile, measurement technique was done through giving a multiple choice question of narrative text as a reading assesment.

Tools of Data Collection

Tools of data collection which were used in this research were observation checklist and field notes for observation, QAR work sheet, and reading comprehension test. The writer analyzed the qualitative data that were found from the observation checklist, field note, and QAR worksheet. Meanwhile, the researcher analyzed the quantitative data that was gained from students' reading comprehension test.

RESEARCH FINDING AND DISCUSSION

Research Finding

In conducting this research, the writer applied Classroom Action Research. This research method was intended to solve the problems in reading comprehension class which lead to the lack of students' participation. The problems were: (1) The students had problems in comprehend a narrative text, (2) the students were lack of vocabulary, (3) the students were difficult to find the structure information of narrative text, and (4) the students did not understand how to use reading comprehension strategies..

This study was conducted in three cycles. Each cycle consisted of planning, acting, observing, and reflecting stage of Classroom Action Research procedures.

First Cycle (September 4th, 6th, 2017)

In the first cycle, the English teacher gave a text with the title The Monkey and The Crocodile. In this text, the teacher distributed a QAR worksheet to help the students comprehend the text. The teacher and the students answered the questions together by applying the strategies.

In the QAR worksheet, the students answer On My Own and Author and Me question. The answer of these questions the students used their prior knowledge. The teacher showed them a picture that related to the topic answer these questions. In order to answer the questions, the teacher explained some strategies to answer the questions. She guided the students about how to answer Right There question about vocabulary by applying Context clues strategy. For example; "What is the meaning of "Swam Down", look at the next word, there is a river. Do you know the meaning of the river?" The teacher asked the students do scanning and pay attention to the words that have a clue to for the answer in Right There question about vocabulary.

After that, the teacher and the student answer Right There question and Think and Search question about information structure of the text. Right There question is about who are the characters of the story and where or when did the story happen and Think and Search

question is about what were the problems of the story, how did the characters face the problem and how did the problems are solved. In order to answer the question, the teacher asked the students to pay attention and scanning the information about characters, setting of place or time, the information about the problem in the story, how the characters face the problem and how they solved it. Then, the teacher asked the students to underline and note it on their note book.

The teacher gave the students a new text with title "Lonely Landy". The students answer QAR worksheet of this text in pairs. Some groups used the strategies to answer the questions and others were not. They still confused how to use the strategies to answer the questions in QAR worksheet. After that, the students answered multiple choice questions of the text and they asked to make a summary and presented it in front of the class. The last stage of this cycle, the teacher distributed a new text with title "The Ant and The Dove" and they answered the multiple choice questions individually. The students' mean score of this cycle is 58.8 which is categorized into poor. Based on the previous result, the teacher and the writer continue to the second cycle.

Second Cycle (September, 11th 2017).

In this second cycle, the teacher gave the students a text with title the Good Worm. The teacher distributed QAR worksheet and answered it together with the students. The students answer On My Own and Author and Me question by using their prior knowledge. The teacher showed them a picture that related to the topic answer these questions. Because the students still confused to applying the strategies the teacher explained it again to the students. She guided the students about how to answer Right There question about vocabulary by applying Context clues strategy. For example,"Do you know what is the meaning of the Fertile?." "Okay, look at the next sentence after the underlined word, "I didn't grow well, said the tree". You got you got the point?" The teacher asked the students to pay attention to the words that has a clue to for the answer in

Right There question about vocabulary. After that, the teacher and the student answer Right There question and Think and Search question about information structure of the text. Right There question is about who are the characters of the story and where or when did the story happen and Think and Search question is about what is the problems of the story, how did the characters face the problem and how did the problems solved.

In order to answer the question, the teacher asked the students to pay attention and do scanning toward the information about characters, setting of place or time, the information about the problem in the story, how the characters face the problem and how they solved it. Then, the teacher asked the students to underline and note it on their note book. After that the teacher asked the students to answer multiple question in pairs and make a summary about the text and presented it in front of the class.. Then, the teacher distributed a new text with title “The Lion and The Mouse”. The students answered the multiple choice question individually.

In this cycle, most of the student understood about how to use the strategies but they still a little bit confused to apply context clues strategy. The mean score of this cycle is 68.6 which is categorized into average to good. The teacher and the writer decided to continue to the next cycle because the student’s mean score was still low

Third Cycle (September, 13th 2017)

In the third cycle the teacher distributed a text with “The Two Goats”. It was same treatment with the previous cycle, the teacher answer the QAR worksheet together by guiding the students to use the strategies to answer the questions. Then, the students asked to make a summary and answered the multiple choice question in pairs. Then, the student gained with a new text with tile “Sura and Baya”. They answered it individually. The mean score of this cycle is 80.3 that was categorized into good to excellent. Most of the students understand about how to use all of the strategies. Based on this result, the researcher and the teacher decided to end this cycle.

Discussion

As the writer mentioned in the background of this research, the problems found that students’ were have problems in reading comprehension of narrative text. They were difficult to find the structure information of the narrative text, lack of vocabulary, and they did not know how to use reading comprehension strategies. The writer used Question Answer Relationship strategy to solve these problems to the ninth grade students in Class XI B in SMPN 2 Pontianak.

Question Answer Relationship was implemented in these three cycles. The research findings showed that QAR can improve students’ reading comprehension in narrative text, students’ comprehension in information structure of the narrative text, students’ vocabulary in narrative text, and students’ understanding of reading strategies. There was significant improvement in regard to the oral description that student done from the first cycle to the third cycle. There were some facts that supported this research regarding to the students’ improvement.

First, QAR was able to improve students’ comprehension of the structure information of narrative text. The students answered Right There and Think and Search question about information structure by using scanning, identifying and underlining the key words, identifying and underlining about the important information, and note taking strategy in QAR worksheet guided by the teacher. In reading comprehension test the students answered Right There and Think and Search question through the strategies by themselves. Finally, students’ understanding of information structure in narrative text improved through Right There and Think and Search question. QAR strategy provides student a way to think and talk about resources of information for answer questions.

Second, QAR was able to improve students’ vocabulary in narrative text. The sample of comprehension strategies to answer Right There question is using context clues for creating definition. The students answered Right There question about vocabulary by using context clues in QAR worksheet guided

by the teacher. In reading comprehension test the students answered vocabulary question through context clues by themselves. Finally, students' vocabulary improved through Right There question by applying context clues strategy.

Third, QAR was able to improve students' understanding in using reading comprehension strategy. The students answered QAR questions in QAR worksheet by using context clues, scanning, identifying and underlining the key words, identifying and underlining the important information, and note taking strategy. The improvement of students understanding in applying reading comprehension strategy can be seen from QAR worksheet. Finally, the students' reading comprehension strategy improved through answering QAR questions. QAR can help students to understand how to use reading comprehension strategy.

Even though, the research finding of the classroom action research was significant, but based on the result above, one of factors which helped students in improving their ability and their behaviour was support from the teacher itself. The teacher had motivated, facilitated, and guided students in the teaching and learning process happened. Besides, teacher's performance in every cycle was good.

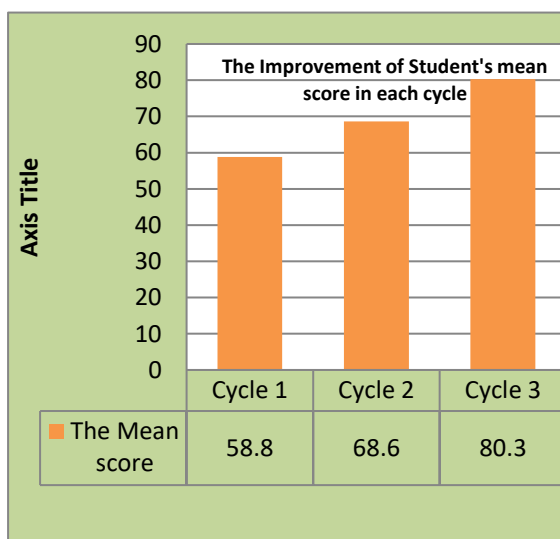


Chart 1. Mean Score of Students' Reading Comprehension in Narrative Text through Question Answer Relationship strategy

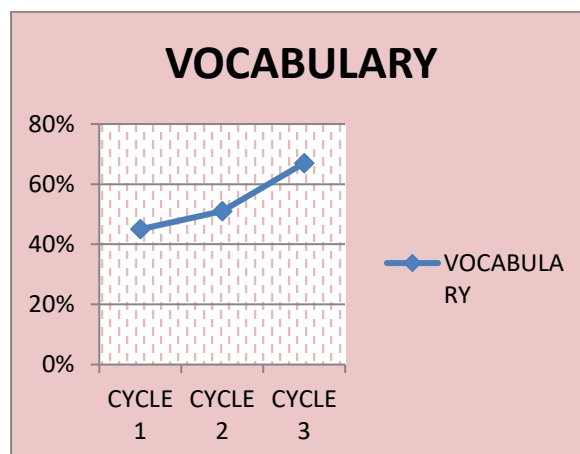


Chart 2. Students' vocabulary improvement from 1st cycle until 3rd cycle through QAR strategy.

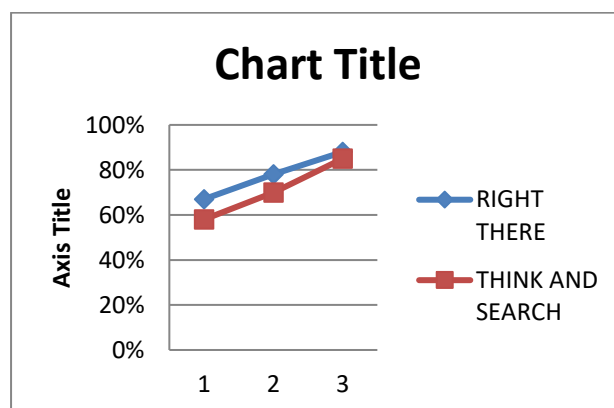


Chart 3. Students' improvement in understanding information structure in narrative text through QAR strategy.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data collection in Cycle 1, Cycle 2, and Cycle 3, QAR strategy improved students' reading comprehension on narrative text. The students have been able to improve their ability in comprehending structure information through Right There and Think and Search question by using identifying, underlining important information, and note taking strategy. They improved vocabulary of narrative text through Right There question by using context clues strategy. They also improved in using Reading Comprehension strategy in narrative text

through QAR strategy. Thus, students' problem in comprehending narrative text is solved during this research and the research finding is satisfied.

In teaching learning process, the research findings showed that cycle to cycle had a great improvement. It could be seen from the students' mean score. The last cycle mean score was better than the previous cycles. In the first cycle, the students mean score was 58.6. which is categorized into poor to average, in the second cycle was 68.6, which categorized into average to good, then the last cycle was 80.3, which was categorized into good to excellent. It can be concluded that the problems faced by the students have been solved.

Suggestion

There are some suggestions that the writer would like to propose in this chapter, they are: First, the writer recommends that English teacher should apply QAR strategy in teaching narrative text. The students could understand easily the story because it easily to them differentiates the source of answer based on the types of reading comprehension question. Second, In the teaching and learning process, the teacher should prepare the teaching media such as pictures related to the story to help the students in comprehending narrative text and make students more interested to the teaching learning process. Third, It is better for the teacher to make a group discussion for the students in teaching learning activities. It will involve all the students in discussing the material before they do the task individually.

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