



**THE EFFECT OK5R STRATEGY ON STUDENTS' ACHIEVEMENT IN
READING COMPREHENSION AT THE SMA N 15 TAKENGON BINAAN
NENGGERI ANTARA**

Muhammad Hasyimsyah Batubara¹, Delfia Herwanis², Dharma³

^{1,2,3}State Institute of Islamic Studies Gajah Putih Takengon, Aceh, Indonesia

Email: muhammad.hasyimsyahbatubara@gmail.com^{1,3}, delfiaherwanis3@gmail.com²

Abstract: Reading comprehension is a skill that must be possessed by students so that they can take the main ideas of the text correctly. Based on researchers' observations, almost all students at SMA N 15 Takengon Binaan Nenggeri Antara experienced difficulty reading comprehension skills. The researcher applied (OK5R Strategy) to determine its effect on students' reading comprehension of descriptive texts. This research uses quantitative methods with the type of experimental research and data collection using observation and tests. The sample used in this study was X IPA3 as an experimental class and X IPS2 as a control class, each consisting of 20 students. The findings on using the OK5R strategy positively affect the learning achievement of students' reading comprehension in grade X SMA N 15 Takengon Binaan Nenggeri Antara. Based on these results, teachers can practice this strategy in the teaching and learning process.

Keywords: Effects, Reading Comprehension, OK5R Strategy

Abstrak: Pemahaman bacaan merupakan keterampilan yang harus dimiliki oleh siswa sehingga mampu mengambil ide pokok teks dengan benar. Berdasarkan observasi peneliti, hampir semua siswa di SMA N 15 Takengon Binaan Nenggeri Antara mengalami kesulitan dalam kemampuan pemahaman bacaan. Peneliti menerapkan (Strategi OK5R) untuk mengetahui pengaruhnya terhadap pemahaman membaca siswa pada teks deskriptif. Penelitian ini menggunakan metode kuantitatif dengan jenis penelitian eksperimen dan pengumpulan data menggunakan observasi dan tes. Sampel yang digunakan dalam penelitian ini adalah X IPA3 sebagai kelas eksperimen dan X IPS2 sebagai kelas kontrol yang masing-masing terdiri dari 20 siswa. Temuan terhadap penggunaan strategi OK5R berpengaruh positif terhadap prestasi belajar pemahaman membaca siswa kelas X SMA N 15 Takengon Binaan Nenggeri Antara. Berdasarkan hasil tersebut, guru dapat mempraktikkan strategi ini dalam proses belajar mengajar.

Kata Kunci: Efek, Pemahaman Membaca, Strategi OK5R

INTRODUCTION

Human civilization is undeniable that language is a medium of interaction, an essential instrument of communication, and it will always be used in human life (Brown, 2007; Edwards, 2009 in Batubara, 2020). It is a means of communication to express the communicant message to the opposite speech. Through it, a persona can tell something or meaning to other parties, such as an idea, feeling, thinking, opinion, and more information. There are various languages globally. One of the most popular languages in the world community is English, an international language used in substantial aspects of the world's citizens, such as politics, education, economic, social, religious, and multiform other sectors.

In our country, the English language is becoming from junior high school to university. To carry out the process of learning English, one of the skills mastered is reading ability. Reading is the process of understanding a written text, and it is an activity to get advantages like knowledge, vocabulary, and new information. It is a process to grasp a written text and experience in our daily activities from the text. Next, McEntire (2003); Klingner et al. (2007), it is the process of previous readers' knowledge to understand the text. Inline, Murphy (1997) mentions that reading is a process of extracting a message through a text constructed by the writer using orthographic symbols. Furthermore, reading comprehension is driving complex cognitive abilities and essential in enhancing learning abilities and academic position (Snow, 2002; Meneghetti et al., 2006; Royer et al., 1990).

Views the importance of the position of reading ability in learning English, requires students to master it. However, in the case that the researcher found, the students have difficulties in reading, the problem of reading comprehension is that students feel doubtful and sometimes do not dare to read the text in English because they are afraid to get wrong to read, and students felt read text in English was very difficult, and many students were confused and noisy in the class because they felt bored read in English. So it is expected that teachers support the learning and teaching activity, specifically in teaching reading comprehension. The teacher should make learning and teaching reading interesting, enjoyable and quickly comprehend the text by using an appropriate strategy. As revealed by McNamara (2009), an effective way to understand the text as a whole is to use a reading strategy.

There are various strategies to teach reading comprehension, such as The OK5R strategy. Based on the problem above, the writer hopes students can read well and understand reading comprehension through an OK5R strategy that positively affects students' performance in reading comprehension at tenth-grade students SMA N 15 Takengon Binaan Nenggeri Antara.

LITERATURE REVIEW

Reading Comprehension

Reading has a significant role in education. The learning process's education system demands good reading skills, with fluent reading skills showing general intellectual indicators. According to Richard (1998) stated that reading is an exercise that is

predominantly and focuses on the eyes and brain. At the same time, Demirel (1999); Kırkkılıç, Külekçi, and Gündüz (1999) mentioned reading is an act or activity to deduce written symbols with the help and cooperation of cognitive behaviour and psychomotor abilities (the mind's effort, the eyes and speech organs). Furthermore, Nunan (1989); Tarigan (1990:7); Nuttal (1996); Day and Bamford (1998:12); Grellet (1998); Cline et al. (2006: 2); Harmer (2007: 99) said reading is a process and procedure of construction or deciphering image or sign, working from a smaller unit to larger, in other words, reading is techniques to unravel composed words structures to touch, carried or base importance information.

Another explanation disclosed reading is the process of seeing, perceiving, and capture a text with its words, clause, sentences, punctuation marks, and other supporting elements to conclude a written or printed message (Göğüş, 1978; Oğuzkan, 1987; Kavcar, Oğuzkan, and Sever, 1997; Day and Bamford, 1998; Arıcı, 2008 In Muhittin, 2019). After this, Scanlon (2010) uttered that reading is a complex process requiring the coordination, analysis, and interpretation of various information sources. Moreover, Snow (2002) reading simultaneously extracts and constructs meaning through interaction and written language involvement.

The explanation above shows that reading skill is an obligatory skill, especially for students expected to master it well. According to Lems et al. (2010), uttered reading comprehension can construct meaning from a given written text. Furthermore, reading comprehension can use it as a skill to identify, understand, and apply written material information (Olson and Diller, 1982:42). This argument is reinforced by Harris and Sipay (1980: 179) that reading comprehension skills are general knowledge skills that allow people to obtain and show information obtained from reading printed language.

OK5R Strategy

The OK5R strategy is developed by Walter Pauk; it consists of 7 steps overview, key ideas, read, record, recite, review, reflect (Istarani et al., 2017). According to Sumbye (2006); Congos (2017), the OK5R strategy procedure is as follows the table.

Table 1. The OK5R strategy procedure

Before Reading
1. Ask yourself: "What has my instructor already told me about this subject?"
2. Overview the entire chapter or text for 1 -2 minutes.
3. Determine what ideas are covered from the title, subheading, question, and

summary.

4. Do not get into each paragraph yet.
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During Reading

1. Key Ideas:

All texts have three elements: main ideas, supporting details, and transitions.

- a. Your action is to determine which the main ideas to understand and which are supporting details.
 2. Read-only a paragraph or short section and then stop to ask yourself:
 - a. What is the main idea?
 - b. What are the supporting details?
 - c. What are transitional words that separate main ideas from details?
 - d. Remember the material paragraph well enough to explain it thoroughly and accurately to someone else? If not, reread.
 - e. Can I answer the questions at the end of each section without looking back?
 3. Record your Understanding:

Make minor notes and highlight keywords and phrases. Question the text. Make sure all notes are in your own words.
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After Reading

1. Recite so that you do not forget!
 - a. Cover the details.
 - b. In your own words, recite out loud the details of that main idea. It is the right way of moving information from short-term memory to long-term memory.
 - c. Check for accuracy.
 - d. Read, record, recite paragraph by paragraph until all material is covered.
 2. Review several times each week by reciting aloud. This activity also moves information from short-term memory to long-term memory each time do it.
 3. Reflect
 - a. Think about the ideas: Consider them, compare them, notice where they agree and disagree.
 - b. Organize it is into broader categories, or reduce it is into smaller units.

Test yourself often, especially leading up to a test.
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RESEARCH METHODOLOGY

Research Design

This study uses the quantitative method. It is called the traditional method because it has been used for a long time to become a research method. According to Sugiono (2015), quantitative methods are used because of research data in numbers and analysis

using statistics. In this research, the researcher will use the pretest-posttest experiment and control group design. The researcher made the questions and analyzed the questions based on the indicator in the following table.

Table 2. Indicators of reading comprehension

No	Indicators of Reading Comprehension	Question
1.	The main idea	1, 6,
2.	Factual information	2, 7, 8, 10
3.	Vocabulary	3
4.	Reference	4
5.	Inference	5, 9

The Technique of Collecting Data

In this study, data collection techniques were carried out by observation and tests.

1. Observation

Observation is a note made by observing students involved and playing a role in literacy activities (Frank, 2010). In this case, the researcher will collect information by looking at student activity during the study.

2. Test

The test is a question or practice, and the other tools used to know the individual or group's intelligence, understanding, or ability (Arikunto, 2006). There are two test patterns that researchers use in this research, namely pre-test and post-test.

3. Validity and Reliability Test

To calculate the validity of this study, the authors used the formula from Arikunto (2013) as follows:

$$R_{xy} = \frac{N (\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N (\sum Y^2) - (\sum Y)^2]}}$$

Explanations:

R_{xy} = The correlation of the scores on two halves of the test

N = The number of students in each group

X = The score of each component of reading scoring

Y = The sum of all reading score

$\sum x$ = The sum of total x score in each group

$\sum y$ = The sum of the total score from each student

$\sum xy$ = The sum of multiple scores from each student with the total score

$\sum x^2$ = The sum of the square score in each component of reading

$\sum y^2$ = The sum of all reading score square

4. Reliability Test

Reliability of the instrument results from consistent measurement. In this case, to calculate test reliability, the authors used the formula from Arikunto (2013) as follows:

$$r_{11} = \frac{(K)}{(K-1)} \frac{(1 - \sum \sigma_i^2)}{(\sigma_t^2)}$$

Explanations:

r_{11} = Index reliability

K = Item variance

$\sum \sigma_i^2$ = Number of items

σ_t^2 = Total variance

Data Analysis

This study has several stages of analyzing the data results of observations. The researcher uses the formula from Arikunto (2007) as follows:

$$P = \frac{R}{T} \times 100\%$$

Explanations:

P = Percentage

R = score Found

T = Total Score

In addition to finding out the differences score of experimental and control class, the researchers with the approach the t-test formula by Arikunto (2007) as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{x^2 - y^2}{nx + ny - 2} \right] \left(\frac{1}{nx} + \frac{1}{ny} \right)}}$$

Explanations:

t = The Score

M_x = Mean of Experimental

M_y = Mean of Control Class

x^2 = Deviation Score of Experimental Group

y^2 = deviation Score of Control Group

nx = Sample of Experimental

ny = Sample Contol

x = Experimental Group

y = Control Group

Criteria of Succes

The criterion of this school, especially in English subject is 70, with this KKM, the test of students will know they are a success or not.

FINDINGS AND DISCUSSION

The Result of Observation

In this research, the first step that the researcher did was the observation. The observation concentrated on finding out students' conditions at SMA N 15 Takengon Binaan Nenggeri Antara and the school condition. The observation was conducted on September 04th, 2019. The observation was concerned with finding out the school condition's information and recommending research implementation. The researcher obtained observations such as the condition and teacher strategy for teaching students in reading. Besides that student's learning condition, the researcher also got the students' data and other things to support the research.

In this research, the observation also concentrated on student performance in reading comprehension and their competency to find out the information based on their text. The observation was to determine the difficulties that the student faced before implementing teaching reading comprehension by applying the OK5R strategy. The table below explains the observation result.

Table 3. Students of observation sheet

No.	Aspects	Yes	No
Pre Activity			
1.	The students' give greeting to the teacher	✓	
2.	Response attention to the teacher explanation	✓	
Activity			
3.	Students engaging in class		✓
4.	Students felt hard when the teacher asks them to read	✓	
5.	Students listen to the passage read by the teacher	✓	
6.	Students have difficulties in reading comprehension	✓	
7.	Students share their difficulties in reading comprehension with the teacher		✓
Post Activity			
8.	The students respond to the English teacher questions	✓	

9. The students answer the question of the passage individually	✓
10. Students listen to the conclusion that given by the teacher about the material reading comprehension	✓
11. Students felt bored in class	✓

The researcher found some reading comprehension difficulties from the observations conducted: the students do not want to read the text in English because they are afraid to read it. Students felt read text in English was very difficult and make them tired, and students have not behaviour try to read the text in English. There is no confidence to read in English from students. Many students are confused and noisy in the class because they felt bored reading in English.

Based on these findings, the researcher concluded that reading comprehension is still in the low category. So, the researcher tough it was essential to use the superior strategy in reading comprehension. This study will be tested with an OK5R strategy to increase students' reading comprehension competency at SMA N 15 Takengon Binaan Nenggeri Antara.

The Result of Test

After getting the data from tests, the researcher analyzed the data by using put the row score in the table, and it could see as follow:

1. The Result Control Class

Table 4. Score pre-test and post-test of the control class

No	Name	Pre Test	Post Test
1.	As	20	60
2.	Da	10	50
3.	El	90	100
4.	Fj	70	74
5.	Fy	20	30
6.	Ht	10	30
7.	Ia	70	60
8.	La	80	80
9.	Ma	60	64
10.	Mea	80	78
11.	Np	30	40
12.	Pb	10	52
13.	Ra	30	32
14.	Rah	70	70
15.	Rs	50	54

16.	Sa	20	64
17.	Se	90	70
18.	Sp	70	70
19.	Sph	30	50
20.	Sr	50	54
Total		960	1182
Average		48	59
Min		10	30
Max		90	100

The data above showed that the pre-test scores are 960, and the post-test score is 1182. Meanwhile, the average of the pre-test is 48, and the post-test is 59. Conclusions drawn from the pre-test and post-test in the control class are not satisfactory, and a few of the learners in the control class got an OK score than in the pre-test.

2. The Result Experimental Class

Table 5. Score pre-test and post-test of experimental class

No	Name	Pre Test	Post Test
1.	Aa	76	90
2.	Abs	50	90
3.	Af	50	76
4.	Ar	50	74
5.	As	40	82
6.	Azf	50	78
7.	Fa	50	82
8.	Fir	50	76
9.	Jas	84	90
10.	Jm	70	46
11.	La	70	82
12.	Ms	30	46
13.	Mz	82	94
14.	Na	50	72
15.	Na	60	72
16.	Nf	76	92
17.	Ra	50	74
18.	Raf	30	60
19.	Rd	76	96
20.	Sr	50	64
Total		1144	1536
Average		57	77
Min		30	46
Max		84	96

The table above showed that the total students' score of the pre-test is 1144, and the score post-test is 1536. Meanwhile, the average of the pre-test is 57, and the post-test is

77. Based on this score, it is concluded that the learners reading competence showed improvement in every meeting.

Data Analysis

1. The Result of The Differences Deviation Score of Control Class

Table 6. Deviation score pre-test and post-test of the control class

No	Name	Pre Test	Post Test	Deviation	Square Deviation
1.	As	20	60	40	1600
2.	Da	10	50	40	1600
3.	El	90	100	10	100
4.	Fj	70	74	4	16
5.	Fy	20	30	10	100
6.	Ht	10	30	20	400
7.	Ia	70	60	10	100
8.	La	80	80	0	0
9.	Ma	60	64	4	16
10.	Mea	80	78	2	4
11.	Np	30	40	10	100
12.	Pb	10	52	42	1764
13.	Ra	30	32	2	4
14.	Rah	70	70	0	0
15.	Rs	50	54	4	16
16.	Sa	20	64	44	1936
17.	Se	90	70	20	400
18.	Sp	70	70	0	0
19.	Sph	30	50	20	400
20.	Sr	50	54	4	16

Total	960	1182	286	8572
Average	48	59		

According to the information above, conclude that the learners' pre-test score was 960, and the post-test score was 1182. Hence deviation was 286, and the square deviation 8572, and the students' average pre-test score was 48, and the students' average post-test score was 59. To determine the standard deviation score in the control class, using the formula below.

$$M_y = \frac{\sum y}{N_y} = \frac{286}{20} = 14,3$$

$$y^2 = \sum y^2 - \frac{(\sum y)^2}{N_y}$$

$$= 8572 - \frac{(286)^2}{20}$$

$$= 8572 - \frac{81796}{20}$$

$$= 8572 - 4089,8$$

$$= 4482,2$$

2. The Result of The Differences Deviation Score of Experimental Class

Table 7. Deviation score pre-test and post-test of experimental class

No	Name	Pre Test	Post Test	Deviation	Square Deviation
1.	Aa	76	90	14	196
2.	Abs	50	90	40	1600
3.	Af	50	76	26	676
4.	Ar	50	74	24	576
5.	As	40	82	42	1764
6.	Azf	50	78	28	784
7.	Fa	50	82	32	1024
8.	Fir	50	76	26	676
9.	Jas	84	90	6	36

10.	Jm	70	46	30	900
11.	La	70	82	10	100
12.	Ms	30	46	16	256
13.	Mz	82	94	12	144
14.	Na	50	72	22	484
15.	Na	60	72	12	144
16.	Nf	76	92	16	256
17.	Ra	50	74	24	576
18.	Raf	30	60	30	900
19.	Rd	76	96	20	400
20.	Sr	50	64	14	196
Total		1144	1536	444	11688
Average		57	77		

The information above concluded that the students' pre-test score was 1144, and the post-test score was 1536. Hence deviation was 444, and the square deviation 11688, and the students' average pre-test score was 57, and the students' average post-test score was 77.

Whereas the formula below use to determine the standard deviation score in the experimental class.

$$M_x = \frac{\sum x}{Nx} = \frac{444}{20} = 22,2$$

$$x^2 = \sum x^2 - \frac{(\sum x)^2}{Nx}$$

$$= 11688 - \frac{(444)^2}{20}$$

$$= 11688 - \frac{197136}{20}$$

$$= 11688 - 9856,8$$

$$= 1831,2$$

From the data of the standard deviation score on control and experimental class analyze, obtained follow:

M_x = (Mean experimental class) = 22,2

x^2 = (Deviation score of experimental class) = 1831,2

N_x = (experimental class sample) = 20

M_y = (Mean of control class) = 14,3

y^2 = (Deviation score of control class) = 4482,2

N_y = (control class sample) = 20

The formula computing t-test is as follow:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{x^2 + y^2}{N_x + N_y - 2} \right] \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t = \frac{22,2 - 14,3}{\sqrt{\left[\frac{1831,2 + 4482,2}{20 + 20 - 2} \right] \left(\frac{1}{20} + \frac{1}{20} \right)}}$$

$$= \frac{7,9}{\sqrt{\left[\frac{6313,4}{38} \right] \left(\frac{2}{20} \right)}}$$

$$= \frac{7,9}{\sqrt{[166,14](0,1)}}$$

$$= \frac{7,9}{\sqrt{16,614}}$$

$$= \frac{7,9}{4,07}$$

$$= 1,94$$

Based on the researcher's observation and from the research result, the researcher found that applying overview, key ideas, read, record, recite, review, reflect (OK5R) strategy to the learners can affect students' reading comprehension in descriptive form.

Testing Hypothesis

Hypothesis testing must be done to determine accepted or rejected. In this proof, the degrees of freedom (df) are sought using the following formula:

$$df = n_1 + n_2 - 2$$

$$df = 20 + 20 - 2$$

$$df = 40 - 2$$

$$df = 38$$

$$\begin{aligned}t_{table} &= t(\alpha \times n1 + n2 - 2) \\&= t(0.05) (38) \\&= 1.9\end{aligned}$$

Explanations:

Df = degree of freedom

Nx = the sample of experimental class

Ny = the sample of the control class

From the result above, we can know:

$$t_{obs} = 1,94$$

$$t_{table} = 1,9$$

So it can be deduced that the hypothesis (H_a) is accepted, and the research hypothesis (H_0) rejected. Using the OK5R strategy affects students' achievement in reading comprehension at tenth-grade students SMAN 15 Binaan Nenggeri Antara.

Discussion

Reading is a complex system, deriving meaning from writing that requires all skills and knowledge to understand it. Reading comprehension is getting information from the text passively and processing it in mind to take its meaning. Because of that, the students had a technique that will help them in reading comprehension. OK5R strategy is the one that can help the students be active in reading, and this strategy can help students determine the purpose of reading.

After the researcher implemented the OK5R strategy in reading comprehension, the investigator got data. It showed there several improvements from the student's result test. Most students are given attention to the researcher's explanation and could accomplish the task well.

The value of (t_{obs}) 1,94 is higher than t_{table} 1,9, at the level of significant 0,05. It shows that the hypothesis (H_a) is accepted, and the research hypothesis (H_0) on rejected. Using the OK5R strategy affects students' achievement in reading comprehension at tenth-grade students SMAN 15 Takengon Binaan Nenggeri Antara. In other words, the students reading comprehension in the experimental class was better than the students in the control class at SMA 15 Takengon Binaan Nenggeri Antara.

CONCLUSIONS

In this study, the learning outcomes using the OK5R strategy showed that more than half of the learners felt more motivated and interested in reading comprehension. The students more easily find out the information that they need by using the strategy used. In conclusion, after analyzing the data and discussion findings above, the investigator recapitulates that the OK5R strategy positively affected the students' reading comprehension at tenth-grade students SMA N 15 Binaan Nenggeri Antara.

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