

# The Effectiveness of Reciprocal Learning Strategy in Reading Short Story on VII Grade Students SMP Negeri 1 Kasihan Bantul

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**Abstract**— This study aims (1) to find out whether there is a significant difference in short story text reading ability between students who take part in learning using reciprocal strategies and students who take lessons without using reciprocal strategies on VII grade students of SMP Negeri 1 Kasihan; and (2) testing the effectiveness of reciprocal strategies in learning to read short stories on VII grade students of SMP Negeri 1 Kasihan. The method used is quantitative research. The results of the t-test analysis of posttest t-data on the ability to read short stories in the control group and the experimental group obtained  $t_{count}$  of 8.364;  $df = 60$ ; and  $p$  is 0.000 ( $p < 0.05$ ). Based on the t-test analysis of the pretest and posttest data of the experimental group, obtained  $t_{count}$  of 8.969;  $df=30$  and  $p$  by 0.000 ( $p < 0.05$ ). These results indicate that there is a significant difference in the ability to read short stories between students who take lessons with reciprocal strategies and students who take lessons without reciprocal strategies. The study also showed a different increase in scores, namely the control group of 3.6 and the experimental group of 17.2.

**Keyword**— *effectiveness, reciprocal strategy, reading short story.*

## I. INTRODUCTION

Indonesia is still experiencing problems in the field of education. These problems are mainly low quality of education at all levels and education units. The government has carried out various efforts so that the quality of national education is able to increase and compete with other countries. Such efforts are like improving KTSP curriculum to 2013 curriculum.

The 2013 curriculum in Indonesian language subject is prepared using text-based, both oral and written. The text in the 2013 Curriculum is grouped into story texts, factual texts, and response texts. The factual text and the response text contained non-literature types, while the text itself contained narrative and non-narrative stories. The learning must be taught in a balanced manner, in accordance with their respective portions and must be correlated.

One of the Indonesian language learning that can make students have broad insight and knowledge is reading short stories. In the activity of reading short stories someone will feel how the author conveyed his feelings like his own close friend so as to generate satisfaction obtained from the reader. In addition, reading short stories also provides insight into knowledge for readers. Therefore, there needs to

be an adequate reading activity so that students can understand the contents of the short story. The short story itself is interpreted as a story that has been read in one sitting, roughly in the range of half to two hours of Edgar Allan Poe's text [1]. In addition, Priyatni in [2] argues that short only show short nature, both events that are revealed, story content, number of actors and number of words used. Meanwhile, Jassin in [3] added that the so-called short stories must have an introduction, a dispute, and a settlement section. All opinions are not exactly the same and also do not conflict with each other. Almost all agree on one conclusion that short stories or short stories are short fiction stories [3].

Furthermore, Tompkins in [4] stated that reading itself is a complex process of understanding. Readers interpret meanings in ways that are appropriate to the type they read and their goals. Reading skills are very important to be mastered by every student or person. That is because, most of the knowledge learned is contained in the book so to be able to learn it is necessary to have reading skills. Javed in [5] argues that reading is a complex cognitive process in which reader translates printed symbols into messages. Reading comprehension is the product of a process that operates while reading to create a mental representation of the situation described by the text referred to as the situation model [6]. By reading, one can think critically in facing a new problem or something in order to sort things out. Good and bad things. Thus, reading not only triggers success in improving learning in the classroom but also needs to be owned by someone in the life of society and state. Acheaw in [7] believes that effective reading is an important path for effective learning and reading relates to the total educational process and hence, successful education requires successful reading habits. Dogan in [8] also added that reading not only enhances personal, spiritual, and mental development but also provides entertainment, inspiration, and knowledge about how we view ourselves and others.

Based on the results of an international study developed by the IEA through the PIRLS program on students' reading ability shows that empirically the ability of Indonesian students to read in the international world is still frail. This is because the process of learning to read in such as the ability to repeat information stated explicitly, the ability to make inferences or conclusions, the ability to interpret ideas, the ability to integrate ideas, the ability to

assess the content of language, and the ability to examine elements in the text are still below international averages. In addition, based on the opinion of Moser and Morrison stated that the purpose of teaching how to reading is to develop an efficient and motivated reader. For this reason, educators must promote positive reading through a pleasant reading experience. Realizing this, children need to spend time reading to improve their reading skills. Winiharti in [9] also added in the fields of science, culture, and social studies, research shows that many students lack of previous knowledge and reading strategies to produce conclusions. Thus, students understand textbooks poorly. It also found that students lacked a specific reading strategy to produce conclusions that helped in understanding. Therefore, in learning of reading, especially reading short stories, it needs to be prepared with the right strategy. This is consistent with Taylor in [10] stating that an understanding of strategies is needed to be used in understanding the text in order to know the vocabulary and help obtain important information contained in the contents of the book.

One learning strategy that can be used to teach reading short stories is a reciprocal strategy. This strategy is intended to encourage students to develop abilities possessed by readers such as summarizing, asking, clarifying, predicting, and responding to what is read [11]. Learning to read short stories using reciprocal strategies can make students more active because learning is not teacher-centered, Wiesendanger in [12] reveals reciprocal strategy has five stages such as predicting, reading, asking, clarifying, and sumamrizing. In addition, Capps in [13] also explained that reciprocal strategies have several rarities such as summarizing, asking questions, clarifying, and predicting.

Thus, this study wants to prove whether effective reciprocal strategies are used in learning to read short stories in VII grade of SMP Negeri 1 Kasihan.

The rest of this paper is organized as follow: Section II presents the proposed method. Section III describes the obtained results and following by discussion. Finally, Section IV concludes this work.

## II. RESEARCH METHOD

The research method is in study is a quantitative research method with the type of experimental research. Based on the opinion of Sugiyono in [14] stated that the experimental research method is interpreted as a research method that is used to find the effect of treatment (treatment) certain on others in controlled conditions. The treatment (treatment) in question is the application of reciprocal strategies in learning to read short story texts in class VII students of SMP Negeri 1 Kasihan. Furthermore, the researchers observed the effect caused by the treatment then compared with the control group that was not subject to treatment.

The type of research used is a quasi-experimental because it is difficult to control the entry of unwanted variables in the experiment. Therefore, manipulation is not fully possible. The purpose of this study is to test a theory. In this case, the purpose of the study is to test the effectiveness of reciprocal strategies in learning to read students' short stories.

The research design used in this study was a pretest posttest control group design. In this design two sample classes were used, one sample for the experimental group, namely the group subjected to treatment in the form of reciprocal strategies in learning to read short story texts, while the control group was not treated.

The variables used in this study are independent variables in the form of reciprocal strategies and the dependent variable in the form of the ability to read short stories. The population in this study were VII grade students of SMP Negeri 1 Kasihan with the total students of 160 students. The technique of determining samples is simple random sampling technique, which is taking samples from the population and class VII A as the experimental group and VII E as the control group.

In this study, data collection techniques were carried out through multiple-choice objective tests of 30 items and a number of fourteen statements. The preparation of objective test instruments using Barret's taxonomy. The validity test of the instrument is in the form of content validity while the instrument reliability test was calculated by looking at the Alpha Cronbach value.

The data analysis technique carried out in this study is a *t*-test. However, prior to the analysis, the prerequisite test for data analysis is carried out, namely the normality test and homogeneity test. Normality test is used to assess the normal or not distribution, while the homogeneity test is used to determine the sample taken has the same variant and does not cause significant differences. Tests for normality and homogeneity tests were carried out using the computer assistance of SPSS 17.0 program.

## III. RESULT AND DISCUSSION

This section presents the results obtained and following by discussion.

### A. Result

In this study before using the *t*-test analysis, the data must meet 2 requirements. The requirement is that the data to be investigated must carry out the distribution normality test and variance homogeneity test. Distribution normality test serves to assess the normal distribution of research data or not. This variance homogeneity test serves to find out whether samples taken from the population have the same variant and do not cause significant differences from each other. The following data from the normality test and the homogeneity test of the ability to read short story texts in class VII students of SMP Negeri 1 Kasihan as shown in Table I below :

TABLE I. SUMMARY OF THE NORMALITY TEST RESULTS OF DATA DISTRIBUTION ABILITY TO READ SHORT TEXTS OF SMP NEGERI 1 KASIHAN

No	Data	Kolmogorov-Smirnov	P	Details
1	Pretest Control	0.124	0.200	Normal
2	Posttest Control	0.116	0.200	Normal
3	Pretest Experimental	0.086	0.200	Normal

4	Posttest Experimental	0.089	0.200	Normal
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TABLE II. SUMMARY OF THE NORMALITY TEST RESULTS OF DATA DISTRIBUTION ABILITY TO READ SHORT TEXTS OF SMP NEGERI 1 KASIHAN

No	Data	Shapiro-Wilk	P	Details
1	Pretest Control	0.959	0.273	Normal
2	Posttest Control	0.946	0.119	Normal
3	Pretest Experimental	0.974	0.648	Normal
4	Posttest Experimental	0.967	0.435	Normal

Based on the Table II above, results of the normality distribution of pretest and posttest data the ability to read short story texts in the control group and the experimental group, it can be seen that the data collected from the pretest and posttest in this study were normally distributed. So, this data has fulfilled the requirements for analysis.

TABLE III. SUMMARY OF HOMOGENEITY TEST RESULTS DATA VARIANCE ABILITY TO READ SHORT TEXTS OF SMP NEGERI 1 KASIHAN

No	Data	Levene statistic	df 1	df 2	p	Details
1	Pretest	1,137	1	60	0.291	$P > 0.05 =$ homogen
2	Posttest	0.326	1	60	0.570	$P > 0.05 =$ homogen

Based on the Table III above, results of the calculation of the variance homogeneity of pretest and posttest the ability to read short story texts in this study shows that both data have homogeneous variances. So, the data has met the requirements for analysis.

Analysis of the data used is the t-test. This analysis technique was used to test whether the average score of the experimental group pretest and control group differed significantly and the increase in the average score of the experimental group against the control group had a significant difference. Requirements are significant if the p value is smaller than the 5% significance level (0.05). Calculation of t-test uses SPSS 17 computer program assistance.

1) *Pretest T-Test Ability to Read Short Text Texts of Control Groups and Experimental Groups*

The t-test of the data pretending the ability to read short story texts was conducted to examine the differences in the ability to read short stories in the control group and the experimental group before learning or treatment. A summary of the results of the t-test pretest of the ability to read short story texts in the control group and experimental group can be seen in the following table.

TABLE IV. T-TEST RESULTS PRETEST DATA ABILITY TO READ SHORT STORY TEXTS OF EXPERIMENTAL GROUPS AND CONTROL GROUPS

Data	$t_{hitung}$	$t_{tabel}$	df	P	Details
Pretest Experiment Group and Control Group	1,714	2,000	60	0.092	$t_{hitung} < t_{tabel}$ $p > 0.05 =$ not significant

Based on Table IV, it shows that the calculation uses the statistical formula with the help of the computer program SPSS 17 obtained t count to 1.714; t table = 2,000; df = 60; and p is 0.092. The value of p is greater than the significance level of 0.05 (0.092 > 0.05). Thus, the results of the t-test show that there is no significant difference in the ability to read short stories in the experimental group and the control group before being subjected to treatment.

2) *Pretest and Posttest Tests Ability to Read Control Group Short Texts*

The t-test for the pretest and posttest scores of the control group was conducted to test the differences in the ability to read short story texts before and after learning to the control group. The following is a summary of the results of the t-test, the pretest and posttest scores, the ability to read the short story text of the control group in the form of a table.

TABLE V. SUMMARY OF T-TEST RESULTS PRETEST AND POSTTEST SCORE ABILITY TO READ CONTROL GROUP SHORT TEXTS

Data	$t_{hitung}$	$t_{tabel}$	df	p	Details
Control Group Pretest and Posttest	1,979	2,042	30	0.057	$t_{hitung} < t_{tabel}$ $p > 0.05 =$ not significant

Based on Table V, it can be seen that the t count is 1.979; t table = 2,042; df = 30; and the value of p 0.057. The value of p is greater than the significance level of 0.05 (0.057 > 0.05). Thus, the results of the t-test show that there is no significant difference in the pretest and posttest ability to read the short stories of the control group.

3) *Pretest and Posttest Tests Ability to Read Texts of Experimental Group Short stories*

The t-test of the pretest and posttest scores of the experimental group was conducted to test the differences in the ability to read short story texts before and after learning from the experimental group. The following is a summary of the results of the t-test for the pretest and posttest scores in table form.

TABLE VI. SUMMARY OF T-TEST RESULTS PRETEST DAN POSTTEST SCORE ABILITY TO READ TEXT OF EXPERIMENTAL GROUP

Data	$t_{hitung}$	$t_{tabel}$	f	p	Details
Pretest and Posttest Experiment Group	8,969	2,042	30	000	$t_{hitung} > t_{tabel}$ $p < 0.05 =$ significant

Based on Table VI, it can be seen that the  $t$  count is 8.969;  $t$  table = 2,042;  $df = 30$ ;  $p = 0.000$ . The  $p$  value is smaller than the significance level of 0.05 ( $0.000 < 0.05$ ). The results of the  $t$ -test showed there were differences in the ability to read short story texts that were significant in the control group and the experimental group at the pretest and posttest. Thus, a reciprocal strategy is proven effective in learning to read short story texts.

4) *T-test Postes Ability to Read Short Story Texts of Experimental Groups and Control Groups*

The  $t$ -test of posttest data on the ability to read short story texts was conducted to examine the differences in the ability to read short story texts of the experimental group following learning to read short story texts by using reciprocal strategies with the control group that followed learning to read short text without using reciprocal strategies. The summary of the results of the posttest  $t$ -test of the ability to read short story texts in the control group and experimental group can be seen in the following table.

TABLE VII. SUMMARY OF T-TEST POSTTEST ABILITY TO READ SHORT STORY TEXTS OF EXPERIMENTAL GROUPS AND CONTROL GROUPS

Data	$t_{hitung}$	$t_{tabel}$	df	$p$	Keterangan
Posttest Experimental Groups and Control Groups	8,364	2, 000	60	,000	$t_{hitung} > t_{tabel}$ $p < 0.05 =$ significant

Based on Table VII, it shows that the calculation uses a statistical formula with the help of SPSS 17, where the  $t$  count value is 8.364;  $t$  table = 2,000;  $df = 60$  and  $p$  equal to 0.000. The  $p$  value is less than 0.05 ( $0.000 < 0.05$ ). Thus, the results of the  $t$ -test show that there is a significant difference in the ability to read short story texts of the experimental group that follows learning to read short story texts by using reciprocal strategies with the control group that follows learning to read short stories without using reciprocal strategies.

B. Discussion

Based on the research that has been done, there is the acquisition of research outcome as follows.

1) *Results of Research Regarding the Ability to Read Short Story Texts between Experimental and Control Groups*

There is a significant difference in the ability to read short stories between students who follow learning to read short stories using reciprocal strategies. This difference is evident from the results of the  $t$ -test conducted on the posttest score of the control group with the experimental group which has been carried out with the help of the SPSS 17.0 computer program. Based on calculations obtained,  $t_{count}$  of 8.364,  $t_{table}$  of 2.000 with  $df = 60$ . In addition, it is evident that the  $p$  value of 0.000 is smaller than the significance level of 5% ( $p < 0.05$ ). The  $t$ -test results show that there are differences in the ability to read short stories

that are significant between the experimental group and the control group.

Before the control group and the experimental group are treated, the ability to read short stories is measured first. Measurement of the ability to read short stories will produce data in the form of scores. These measurements are in the form of multiple choice objective tests of thirty given items before the experimental group and the control group get the learning phase (pretest). This pretest was given to determine the students' initial ability before being treated and also to ensure the initial state of the experimental group and the control group were the same or homogenous. While giving post-test, the aim is to find out the improvement of students' ability in the experimental group and the control group after being given different treatment. Furthermore, the pretest and posttest scores will be analyzed using the  $t$ -test.

The results of the pretest  $t$ -test analysis of the ability to read short stories in the experimental group and the control group using the SPSS 17.0 program showed that  $t_{count}$  is smaller than  $t_{table}$  ( $1.714 < 2.000$ ) and  $p$  is greater than the predetermined significance level of 5% ( $0.0952 > 0.05$ ). Based on these results, it can be concluded that there is no significant difference in the ability to read short stories between the control group and the experimental group before being subjected to treatment. In other words, the ability to read short stories of the two groups at the beginning of the study is equivalent. The following table shows the results of the experimental group and the control group pretest  $t$ -test, shown in Table VIII below :

TABLE VIII. T-TEST SCORES ABILITY PRETESTS TO READ SHORT STORY TEXTS OF EXPERIMENTAL GROUPS AND CONTROL GROUPS OF SMP NEGERI 1 KASIHAN

Data	$t_{count}$	$t_{table}$	df	P	Etc.
Experiment Group and Control Group Pretest	1.714	2,000	60	0.092	$T_{count} < t_{table}$ $p > 0.05 =$ Not Significant

After the two groups were given a pretest, the next stage was that each group was subjected to a different treatment four times. In the first stage for the experimental class, they followed learning with a reciprocal strategy four times while in the control group students followed the learning without using reciprocal strategies four times as well.

The next step after the experimental group and the control group learned to read the short story text was the posttest. Posttest aims to see the achievement of the ability to read short stories after being treated. The posttest data on the ability to read short stories in the control group and the experimental group obtained is the  $t_{count}$  value of 8.364;  $t_{table}$  value of 2.000;  $df = 60$  and  $p$  equal to 0.000. Thus, the  $p$  value is smaller than 0.05 ( $0.000 < 0.05$ ).

TABLE IX. T-TEST POSTTEST SCORE SUMMARY OF ABILITY TO READ SHORT STORY TEXTS OF THE EXPERIMENTAL GROUPS AND CONTROL GROUPS

Data	$t_{count}$	$t_{table}$	df	P	Etc.
Experiment Group and Control Group Posttest	8.364	2.000	60	0.092	$T_{count} > t_{table}$ $p < 0.05 =$ Significant

Based on Table IX, shows that the calculation is using a statistical formula with the help of SPSS 17.0 program,  $t_{count}$  value of 8.364;  $t_{table}$  value of 2.000;  $df = 60$  and  $p$  equal to 0.092. Thus, the  $p$  value is smaller than 0.05 ( $0.092 < 0.05$ ). Thus, the results of the t-test indicate that there is significant difference in the ability to read short stories text of the experimental group that follows learning to read short stories using reciprocal strategies with control groups that follow learning to read short stories using reciprocal strategies. The calculation shows that the experimental group is easier to understand short story reading compared to the control group. This is due to the learning to read short stories text of the experimental group using reciprocal strategies, while the control group does not use reciprocal strategies.

2) *Results of Research Regarding the Effectiveness of Reciprocal Strategies in Learning to Read Short Story Texts*

The reciprocal strategy has proven effective in learning to read short stories. This is evident from the results of the t-test on the pretest and posttest of the experimental group and the increase in the average score of the control group and experimental group. From the results of the calculation of the pretest and posttest scores of the experimental group obtained that  $t_{count}$  of 8.969;  $t_{table}$  of 2.042 with  $df = 30$  and  $p$  equal to 0.000. The  $t_{count}$  is greater than  $t_{table}$  ( $8.969 > 2.042$ ) and  $p$  is smaller than the significant level of 5% ( $0.000 < 0.05$ ). The increase in the average score of the control group is 3.6; while the experimental group amounted to 17.2. These results indicate that the reciprocal strategy is effective used in learning to read short stories in VII grade of SMP Negeri 1 Kasihan.

The effectiveness of the application of reciprocal strategies in learning to read short stories in VII grade students of SMP Negeri 1 Kasihan can be seen from the results of the t-test from the pretest and posttest in the ability to read short stories in the experimental group. The results of the t-test analysis with the help of SPSS 17.0 program obtained  $t_{count}$  of 8.969;  $t_{table}$  of 2.042;  $df = 30$  and  $p$  equal to 0.000.

TABLE X. T-TEST PRETEST AND POSTTEST SCORE SUMMARY OF ABILITY TO READ SHORT STORY TEXT OF THE EXPERIMENTAL GROUPS

Data	$t_{count}$	$t_{table}$	df	P	Etc.
Experiment Group Pretest and Posttest	8.969	2.042	30	0.000	$T_{count} > t_{table}$ $p < 0.05 =$ Significant

Based on the Table X above, The results of the t-test indicate that the reciprocal strategy is effective in learning to read short stories for VII grade students of SMP Negeri 1 Kasihan. The effectiveness of the reciprocal strategy can also be known by comparing the increase in the average score in the two groups. The average score in the control group increased by 3.6; while the experimental group increased to 17.2. The increase in the average score of the experimental group posttest which is greater than the increase in the average score of the control group shows that learning to read short stories using reciprocal strategies is more effective than learning to read short stories without using reciprocal stratification.

The results of this study are in accordance with the objectives of implementing reciprocal strategies in learning to read short stories, namely to improve the ability to understand reading content independently and be able to improve skills in reading activities. Learning with reciprocal strategies proved able to encourage students to become critical readers who have more curiosity in regarding the text being read. Curiosity in the reader appears in the activity of predicting, questioning, clarifying, and summarizing. This is in accordance with the opinion of Huda [11], Reciprocal Learning is intended to encourage students to develop skills possessed by readers and effective learners, such as summarizing, asking, clarifying, and responding.

This reciprocal strategy precisely used in reading comprehension because it is a derivative of the communicative approach. this communicative approach has many benefits to increase students' skills while learning. Such skills as students must do reading and writing activities, learn together with others, be able to receive and convey information. Therefore, this study uses the communicative structure and conditions in principle based on the choices of responses of all readers who participate in communicative systems that involve the structure and conditions of Wienold [15].

In the reciprocal strategy students are asked to carry out predictive activities which function to relate prior knowledge experience to text so as to deliver a goal. The goal then makes the students motivated to read more directed. Next is the step to ask. The step of asking in this strategy makes students dig up all the information from the text and from friends in the group.

Next is the questioning activity. The step of asking in this strategy makes students explore all the information from the text and from friends in the group who also have different opinions so that they can determine information that is important enough to be taken and produce new information. This is in line with the opinion of Virginia Department of Education (2004: 127) i.e.:

"Question generating requires students to decide what information is important enough to provide substance for a question. They can teach themselves the questions in which they must infer and apply new information from the text."

Based on the quote, it can be seen that the questioning activity in reading can be used by students to determine

information that is quite important in the text. Students can explain to themselves about the questions which they should conclude and apply new information from the text. Through asking activities, students can easily get new information other from the text. Through asking activities, students can easily get information other than text and can also be from a group of friends so as to achieve the desired goals.

The clarifying stage can avoid misunderstanding of information between one student and another student in one group. This is in line with Sayuti's (2000: 45) opinion that misunderstanding might be caused by identification of concretization and interpretation.

Based on points described above, it can be concluded that the strategy needs to be applied in learning to read short stories so that students can interact actively and be able to understand the contents of the reading as a whole. In this study, reciprocal strategies are effectively applied in learning to read short stories because this strategy makes students motivated to be able to understand reading independently while being able to develop reading skills. These skills are predicting, asking, responding, clarifying, and summarizing.

#### IV. CONCLUSION

Based on the discussion that has been described, it can be concluded that there is a significant effect on the use of reciprocal strategies with the ability to read short stories on VII grade students of SMP Negeri 1 Kasihan. The use of reciprocal can help students capture the material and influence the optimization of learning outcomes, can foster student courage and encourage students to develop skills that are possessed by effective readers and learners, such as summarizing, asking, clarifying, predicting and responding to the reading source.

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