_____

The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI

Novi Rina Dewi[1], Ali Muchasan[2]
novirinadewidewi@gmail.com, ali@staih.ac.id

This study is aimed to know the effectiveness of Reciprocal Teaching on Reading Comprehension Skill at Eleventh Students of MAN 3 Kandangan. The research discused about Reciprocal Teaching compared with Conventionsal Method. Here the researcher hypothesized that the Eleventh grade students of MAN 3 Kandangan taught using Reciprocal Teaching have higher score in reading comprehension than those are taught using Conventional Method. Before determining the students into the groups, it was done homogeneous test to know wether the two groups had approximately the same level of reading proficiency. Afterword, the groups were assigneed to the experimental group and control group by conducting lottery. To collect the data the researcher tested the two groups by giving multiple choices test at different time. The data were obtained from the score of posttest in each group. The data in this research were analyzed using the Independent Sample t-test and computed by using SPSS program with significant level of 5%. The result revealed that the statistical computation value of the observed t(to) was higher than t-table (4.389>2.045). Therefore, the null hypothesis was rejected, while the alternative hypothesis was accepted. It can be conclude that Elevents students of MAN 3 Kandangan taught by using Reciprocal Teaching have better reading comprehension skill than those taught by using Conventional Method.

Key words : Effectiveness, Reciprocal Teaching, Reading Skills

INTRODUCTION

Today English is considered as an international language. All of the people in the world use English as a tool to interact or communicate in this world. Many countries use English not only in formal place, but now those countries use English as their daily communication. That is way that English is very important for all people in the world. In Indonesia, English still as a foreign language, it is used only in the classroom of English but not use in the daily communication. These condition

---

[1] Dosen STAI Hasanuddin Pare
[2] Dosen STAI hasanuddin Pare

_____

makes the learners feel difficult to master English, bacause they only learn English / they only find English as long they learn in that school.

The other side that English has become a compulsary component of education at many schools and universities. English is choosen as a compulsary subject because it is considered to be useful tool to access the world of knowledge. In English is diveded four skills, that are listening,speaking,writing and reading skill. All of the students will learn about them. Many students fell difficult when they learn one of the skill of English,is reading skill. They still difficult when they read text book or try to answer the reading comprehension's question in examination or text book.

Reading is the process of receiving and interpreting information encoded in language form via the medium print [3]. It mean that reading is as activities that need interpreting of the information on the language. As Chandavimol say that Reading is a skill that a reader uses to search for knowledge, understanding and entertainment [4]. While reading, readers use their past experiences, called background knowledge. In turn, from doing this and from the text they read, they construct new experiences and acquire new knowledge. Readers have different schema and ways to apply their ecperiences to what they read, and these differences in experiences make some readers comprehend a text quicker and better than others.

Reading, which is one the four langauge skills, can be classified into two types: initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g. how to read the alphabets of letters or simple world), while reading comprehension is an activity aimed to understand the messages of particular text [5]. It can be said that reading comprehension is ability to understand any information from the text. It can be

_____

[3] Urquhart&Weir,*Reading in a Secong language:Process Product and Practice*.New York:Longman.1998,20
[4] Chandavimol,*Reading Comprehension: An Active Engagement or a Passive Experience*.PASAA,28.1998.31
[5] Williams,E.*Teaching Reading*. Ink.Johnson and H.Johnson(Eds).Encyclopedia Dictionary of Applied Linguistic.Oxford:Black-Well.1998.30

found of any kinds of the text. In addition Snow defines reading comprehension as "the process extracting and constructing meaning through interaction and involment with written language" [6]. During reading, the reader processes the text with the regard to set the purpose of reading. Having good reading ability will help students to understand any written text in English. Reading comprehension is important for students. The development of technology requires people to read since the information goes do fast. In this case, the information commonly is written in English since English as one of the Intenational languages. If the students don't understand content of the text, they will miss some information in several aspect which lead them failure in their lifes.

In Indonesia, English is a foreign langauge and become one of compulsary subjects which students should pass on their national examination from Junior High School level to Senior High School, and also from Senior High School level to Universities. Reading is one of the four language skills that is greatly emphasized in Efl classroom setting. The teaching of English in junior and senior secondary schools in Indonesia seems to constitute one stage of instruction. Meanwhile, English instruction in the primary school is not seen as part of the overall plan of the instruction, and that at university level is outside the whole system [7]. Because English in Indonesia is a foreign language or second language, it mean that the learners uses english just on their classroom. They don't use in their society. These condition make them fell difficult to mastery it. The teaching of reading as a foreign language in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been knowing or understanding the meaning of the text in reading.

In the history of English intruction in the Indonesian secondary school system, skill reading is considered very important. In the 2004 English curriculum places reading equal to other skill languages that are listening, speaking and writing. According to the 2004 English curriculum, the objectives of English istruction at the two levels of secondary school (junior and senior school) are as follows

_____

[6] Snow,C.E.Reading for Understanding:Toward a Research and Development Program in Reading Comprehension.Santa Monica:RAND Education,2002.60
[7] Huda,N.*Language Learning and Teaching:Issues and Trends*.Malang:IKIP Malang.1999.24

(translated form Depdiknas, 2004 and Depdiknas 2003 [8]:, originally written in sligtly different Indonesian wordings):

- "Developing communicative competence in spoken and written english language which comprises listening, speaking, reading and writing".
- "Raising awareeness regarding the nature and importance of English as a foreign language and as major means for learning".
- "Developing understanding of the interaction of language and culture, as well as cross-cultural understanding".

Reading is very important for senior high school students since they have to be highly competitive in the final examination, English entrance examination and the National English Test. Because of the most in teaching reading still using teacher as a role center, so that the learners finds the difficulties when they learn reading in university level. And also the teaching of English at tertiory intruction is different from at secondary school in many aspects: statues, number of hours, intructional objevtive, method of teaching and material teaching. Therefore, the ability to read and comprehend tect efficiently is crucial for senior high school students, especially at Eleventh students of MAN 3 Kandangan.

Regarding to this phenomena, many education researchers conduct research how to improve the undertanding in comprehension text. Automatically, it is followed with many methods and technique in teaching reading. One the solution of this problem of difficult reading comprehension skills in reciprocal teaching. Why should reciprocal teaching be choosen? According to Blakey and spence that Reciprocal Teaching is one of the methods the most effective to develop the cognitive and metacognitive processes which is for the students since it includes organizational procedures which enable them to choose the strategies of planning, controlling and evaluating at their own place [9]. It means that it is one of activities that take the form of a dialogue between teachers and students regarding segments

_____

[8] Depdiknas.*Kurikulum 2004:Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*.Jakarta:Departemen Pendidikan Nasional.2004

[9] Blackey,E.D.,and Spences,S.*Developing Metacognition*,ERIC document Reproduction Service.1990.67

of the text for the purpose of constructing the meaning of text. And emperically the effectivenes of reciprocal teaching technique has been proven by Ervan Dewanto Kembar in his research,"Improving Students' Reading Achievement through Reciprocal Teaching Method in the Eight Grade Students Of SMP Negeri 1 Randuagung Lumajang (8)[10]. It also include exchanging roles between the teacher and the students which make the students responsible for their roles in the teaching learning process and allow students to support each other continuously.

Based on the consideration above, the researcher uses the reciprocal teaching hopes; it will help them more effective to improve the students' skill in reading, especially in MAN 3 Kandangan. Based on the explanation above, the researcher made the statement of the problem can be formulated as follows: Do the students taught by reciprocal teaching method have better reading achievement than those by conventional method?

RESEARCH METHODOLOGY

The research design of this study is quasi experimental research applying non-randomized pretest-posttest control group design. According Adnan,He cited in Charles that When the resarcher can only assign randomly different treatments to two different classes,the researcher uses quasi experimental research design[11]. Based on the explanation above, there are two group are involved in this study, i.e. experimental group and control group. Both groups are given pre-test prior to the research. During the research, the experimental group is given treatment, that is reciprocal teaching. Meanwhile, the control group no treatment, it means that the conventional method is given to control group. Then a post-test is carried out for both group after treatment is completed. This following table is design used the researcher did her research.

 Table 1. NonrandomizedControl Group, Pretest –Postest Design

---

[10] Dewanto,K.S.*Improving Students' Reading achievement through Reciprocal Teaching Method in the Eight Grade Students of SMPN Randuagung Lumajang*.Thesis.PPSUnisma.2012.30
[11] Latief,Adnan.*Tanya Jawab Metode Penelitian Bahasa*.Cet..Universitas Negeri Malang,2010.50

Group	Pretest	Treatment	Postest
Experimental	Y1	X	Y2
Control	Y1	-	Y2

For population of this study is all of the eleventh grade students of MAN 3 Kandangan of 2017/2018 academic year that is consist of eight clasess. Mean while, the sampling procedure used in this research is purposive sampling applying non-randomized pretest-postest design. Becasue the researcher use it, from eight clasees, but the researcher only took two classes of them consists of 60 students were taken from class 11-C and class 11-A. Those two classes before the researcher conduct research were given a pretest to measure the homogeneity of the class. The test was aimed at finding out wether those two classes have the same / equal prior ability in absorbing the lesson given their teacher.

The researcher used pretest and postest as research intruments of this study. Those test were used to measure students' reading comprehension scores before and after the reasearch conducted by which the statistical analysis was conducted. The test was reading comprehension which was constucted in multiple choice with 29 items in 90 minutes. The test was to compare how far the students comprehended the text in achievening English.

Before test of pretest and postest given to experimental and conventional group, it was planned that the test would be given to the eleventh grade students in MAN 3 Kandangan 2017/2018. The students who were involved in this test were 11E which contains 30 students. This test was given once that hold on September 05th, 2018 within the time allowed in 90 minutes for 36 items. To make a good multiple choice test, the researcher used content validity and construct validity. In order to get analysis accurately the researcher used ANATES. Based on the analysis the researcher got that from 36 items of the test there were 7 items were not valid no 18,21,26,29,32,34,35 where the score were 0,202.0,132.-0,003.0,230.0,056.-0,004.0,122. Its mean the r $_{observed}$ is < table. So there were 29 items of test were valid which can be used to obtain the data. In order to know a test has context validity, it needs to show the materials in content standardized by BSNP.

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

Table 2. Standar of Competency in Reading

Class/Semester	Standarized Competency	Basic Competence	Indicators
IX/2	Understanding short functional written text and essay in the form of narrative	Responding the meaning and rhetorical step of essay using written langauge accurately, fluently, and understandably in daily life to access knowledge in the of narrativeform	o Identifying general information of the text o Identifying the main idean of text o Indentifying the specific information explecity in the text o Identifying the implicity information in the text o Identifying the social function of the text o Identifying the meaning of word in the

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

			narrative text ○ Identifying the rethoric device of narrative text

Table 3.Distribution of item can be seen in the following table

Indicator	Item distribution	Total
▪ Identifying general information of the text	1,7,8,15,20,24,28,10,19	9
	4,6,36	3
▪ Identifying the main idea of the text	2,22,25	3
▪ Identifying the specific information explicity in the text	3,11,12,31	4
	14,30,33,23	4
▪ Identifying the implicity information in the text	17,17,27	3
▪ Identifying the social function of the text	5,6,9	3
▪ Identifying the meaning of word in the narrative text		

▪ Identifying the rethorical steps of the narrative text		

It can be seen from the table that the numbers of items distribution is not same, it is caused by seven numbers of item were not valid.

Besides validity, realibility is very important to measure a test in order to be a good multiple test. To get analysis accurately in reability the researcher used software ANATES by Karno To & Yudi Wibisono[12]. According to Brown that degree of realibility depends greatly on the use of the test results [13]. It mean that the test results are used for making decision of a group for research purposes and if the errors can be easily corrected, coificient in the range of 0.50 to 0.60 may be acceptable. Meanwhile, the reasult of the reability coeficient obtained from the ANATES was 0.80. So that the test as the measuring instrument employed in this study was accepted.

There are some instruments that can be used in collecting the data, such as interview, observation, test and many more. The main measuring instruments in this study were prestest and posttest from which the data were collected. The prestest was aimed to know the student's reading comprehension competency prior to treatment while the posttest to know the effect of the treatmen done during the reasearch. The result of the pretest and posttest of both experimental and conventional group were the research the data which were analyzed. In this tesearch, the researcher used multiple choices test because it enables for her to measure the effectiveness of the specific learning objectives. The details of the process of collecting the data would be explained in this following:

1. Pretest

    As explained in the previous point that the pretest was conducted prior to intervention. The prestest was done on Monday September,16th 2018. The

_____

[12] Karno To&Wibisono,Y.ANATES.(No Reg.Hak Cipta di Dirjen HAKI:C00200400291-338).2004
[13] Brown,H.D.Language Assessment Principle and Classroom Practices.Longman.com.2003.79

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

Experimental group did the pretest at 07.00-08.30 a.m, while the control group did pretest on Tuesday, September 17th 2018 at 07.00-08.30

2. Treatment

    After doing pretest, the reasearcher did treatment to experimental group and control group. The experiment started from September 16th to October, 08th 2018. Each group had two meetings a week, each required 90 minutes. The English for both classes were held on Monday,Tuesday,Thursday and Friday. This following table is the list of time allocation of the treatment.

Table 4. The Time Allocation of The Treatment

Group	Month	Day	Date	Total
Experimental Group	September-October	Monday Thursday	23,30 19,26,3	5 meetings
Control Group	September-October	Tuesday Friday	24,01, 20,27,04	5 meetings

Because of this study is to know the effect of two different methods of teaching towards the students' reading comprehension during the reasearch which the reciprocal teaching technique was implemented to the experimental group , while the conventional method was implemented to control group. Therefore, there were the difference of the two procedures of teaching. This following is procedure of teaching between reciprocal teaching and conventional teaching which was implemented by the researcher doing treatment to both of them group.

Table 5.The Teaching Procedures

Reciprocal Teaching	Conventional Method
Pre-reading activities ✓ inform the topic to the class ✓ A survey was given to students to find out if they were aware of the use of reading strategies when they read. ✓ Divide the students into four group which contained	Pre-raeding activities ✓ inform the topic to the class ✓ ask the students some questions related to the topic (brainstorming)

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

questioner, clarifier, predictor and summariser ✓ The teacher taught students how to as questioner,clarifier,predictor and summarise rmake sure that the students know what they have to do based on their roles ✓ Share to the students' individual about their roles	
Whilst-reading activities ✓ reading the text aloud (as a model), then have students read the text independently ✓ Students practised the four stategies in small groups. They learned how to use the role sheets and started to discuss the meaning of the passage as a cooperative learning group. ✓ Students were given a simple test to find out if they knew how to predict, clarify the meaning of difficult words, find answers for literal and inference questions and make a summary of the text. ✓ Then they worked in groups to practice the four strategies again.While the teacher observe and help the students when they find difficulty	Whilst-reading activities ✓ Reading the text aloud(by the teacher or students-taecher shared raeding) ✓ List and discuss the difficult word while reading to understand the text ✓ Assign the students to read aloud or independently as appropiate

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

Post-reading activities	Post-reading activities
✓ After working in a groups students helped each other to understand the passage. Then they were given the same test to see if the group discussion would enhance their understanding. Students were not allowed to use a dictionary to help them along.	✓ Ask the students to do task related to the text (find the meaning and answering the questions). ✓ Discuss the answer ✓ Give the students more task related to the reading text

Altough the difference methods applied durung the traetment, both of them were provided with the same materials, tasks and equal time allocation.

1. Postest

   After the students received the treatment, the researcher did postest to know the effect of the implementation of the two different the teaching methods on the students' reading achievement. The postest was done on Monday October,07th 2018 for experimental group, while the control group was held on Tuesday October, 08th 2018. The procedur the postest was same with the pretest. The material and the questions of the postest were designed as equal as those of the pretest so that it can reflect the students' ability.

   After the researcher got the data from the students' scores of postest which are treatment, it were analyzed by using independent sample t-test computed by SPSS 16.00 program.To determine which of the two teaching techniques applied in this bresearch is more effective, the reseracher observed the t-test formula of postest with the hypothesis: if the probality with equal variances assumed is smaller than 0,05, it can be concluded that the alternative hypothesis is accepted. It means there is significant the learning achievement of the students taught by using reciprocal teaching in teaching of reading.

RESEARCH FINDINGS

This research was done to know the effect of the teaching technique method that is reciprocal teaching on the students' reading achievement. The researcher collected the data by testing the sample in this case the eleventh grade of MAN 3 Kandangan. The researcher took two clasess which is divided as a experimental group and as a control group. The experimental group was given a treatment that is a reciprocal teaching, while the control group was not treatment, its mean that the students' control group was given the conventional teaching. The data analysis of this research used the statistic method to analyze the quantitative the data. The researcher will know the result of hypothesis which is acceptable or rejected after the researcher analyze the data. Data analysis consists of two groups, that are experimental group was taught reciprocal teaching while control group was taught conventional method. To analyze the data, the researcher uses T-test formula to compare the pre-test and post-test scores of two groups.

To apply the statistical analysis of T-test, there was few steps that should be completed. The procedure include finding the mean score, the standard deviation, the standard error of the difference between two means and the t_{value}.

1.The Pre-test Scores of Experimental Group and Control Group

In this study the researcher using two the data. The first score of pre-test was from experimental group (E1) which students were taught using reciprocal teaching and control group (C1) was taught using conventional method. According the data, the experimental group showed the mean score of pre-test was 70.70 and standard deviation was 6,988.Meanwhile, the control group showed the mean score pretest was 68,70 and standard deviation was 7,733. Based on the result of the mean score, the researcher choose two classes in her research. To investigate whether there was a

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

significanct difference taught using reciprocal teaching in Experimental group, it can be presented in this following table.

Table 6. The group Statistic of Pre-Test

Group statistic

Kelas	N	Mean	Std.Deviation	Std.Error Mean
Pretest A B	30 30	70,70 68,70	6,988 7,733	1,276 1,412

Table 7. The Independent Sample Test of Pre-test

Independent Sample Test

			Equal Variences Assumed	Equal variences not assumed
Levene's Test for Equality of Variences	F Sig		828 .367	
t-test for equality of means	T Df Sig. (2-tailed)		1.051 58 .298	1.052 57.415 .298

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

	Mean Difference		2.000	2.000
	Std.Error Difference 95% Confidence interval of the diffrence	Lower Upper	1.903 -1.809 5.809	1.903 -1.809 5.809

Based on the table 7, the degree of freedom was equal n-2 of 60 = 58. The (t_{value}) was 1.051 while t_{table} on 0.005 level significant was 2.045. It means that the result of statiscal computation interprets that the difference between two means was no significant at 0.005. The comparison showed that (t_{value}) < t_{table} (1.051 < 2.045). The significance score was lower than α = 0.05 (with the probality 0.000). It described that there were no significance difference between the pretest score of Experimental group and Control Group.

2. The Post-test scores of Experimental Group and Control Group.

The students' scores of posttest was analyzed to know there was effectivenes of the reciprocal teaching technique on the students' reading achievement at the expeimental group.

Table 8. The Group Statistics of Post Test

Group statistics

Kelas	N	Mean	Std. Deviation	Std. Error Mean
Postest A	30	78.30	5.664	1.034
B	30	71.20	6.815	1.244

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

From the table above, the experimental group (E2) showed the mean score of posttest was 78.30 and standard deviation was 5.664. meanwhile, the control group (C2) showed the mean score of postest was 71.20 and standard deviation was 6.815. Based on the result that the mean score of E2 was higher than the mean score of C2. To investigate whether there was a significant difference taught using reciprocal teaching in Experimental group, it was presented in this following table.

Table 9. The Independent Sample Test of Post Test

Independent Sample Test

			Equal Variences assumed	Equal variences not assumed
Levene's test for Equality of Variences	F		2.487	
	Sig		.120	
	T		4.389	4.389
	df		58	56.122
	Sig. (2-tailed)		.000	.000
	Mean difference		7.100	7.100
	Std. Error Difference 95% Confidence		1.618	1.618
	interval of the difference	Lower	3.862	3.859
		Upper	10.338	10.341

Based on the table above, the degree of freedom was equal n-2 of 60 = 58. The (t_{value}) was 4.389 while t_{table} on level of significance was 2.045. It means that the result of statitiscal computations interprets that the difference between two means was significant at level 0.005 levels. The comparison showed that (t_{value}) > t_{table} (4.389 > 2.045). The significant score was lower

Novi Rina Dewi, Ali Muchasan: *The Effect of Reciprocal Teaching on Reading Comprehension Skill of the Eleventh Grade Students of MAN 3 KANDANGAN KEDIRI*

_____

than $\alpha = 0.05$ (with the probality 0.000). It described that the were significance between the postest score of Experimental group (E2) and Control group (C2).

According to the data as mention on the table 8, the mean score of Experimental Group was higher than Control Group. In spite each group showed the the improvement on reading achievement. The posttest of Experimental group was increased more after the students taught using reciprocal teaching treatment.

After the whole scores were computed in the data, it was found that the result of the (t_{value}) showed that there were significant difference between students taught using reciprocal teaching and without reciprocal teaching in reading comprehension. Therefore, it can be conclude that using reciprocal teaching was effective enough increasing reading comprehension than using without reciprocal teaching.

CONCLUSION

Considering the result of the students' achievement during treatment, it can be conluded that using reciprocal teaching could improve the students reading achievement. The researcher can took conclusion as following below:

1. The students were more communicative with their friends because the reciprocal teaching is one of interactive technique in teaching reading

2. The students were more interested to discuss some reading texts which are presented using reciprocal teaching because the teacher is not as center role.

3. Teaching using reciprocal teaching is increased the students' reading comprehension. It was found out that the posttest score experimental group is better than the prestet score.

4. The students increased the motivation because this reasearch is applied teaching learning using reciprocal teaching which is made the students enjoyed and motivated in learning reading in the class.

BIBLIOGRAPHY

Adnan,M.L.2010.*Metode Penelitian Pembelajaran Bahasa*.UM PRESS.

Blackey,E.D., and Spence,S.1990.*Developing Metacognition,ERIC document Reproduction Service*.No.ED327218.

Brown,H.D.Language Assessment Principle and Classroom Practices.Longman.com.2003

Chandavimol,*Reading Comprehension: An Active Engagement or a Passive Experience*.PASAA,28.1998

Charles,C.M.1995.*Introduction to Educational Research (2nd ed)white plains*:Longman,Ltd.

Depdiknas.2003.Kurikulum 2004:*Standar Kompetensi Mata Pelajaran Bahasa Inggris Menengah Pertama dan Madrasah Tsanawiyah*.Jakarta:Departemen Pendidikan Nasional

Depdiknas.2004.Kurikulum 2004:*Standar Kompetensi Mata Pelajaran Bahasa Inggris Menengah Atas dan Madrasah Aliyah*.Jakarta:Departemen Pendidkan Nasional

Dewanto,K.S.*Improving Students' Reading achievement through Reciprocal Teaching Method in the Eight Grade Students of SMPN Randuagung Lumajang*.Islamic University of Malang Graduate of Program English Education Departement.2012.

Huda,N.*Language Learning and Teaching:Issues and Trends*.Malang:IKIP Malang.1999.24

Karno To&Wibisono,Y.ANATES.(No Reg.Hak Cipta di Dirjen HAKI:C00200400291-338).2004

_____

Snow,C.E.*Reading for Understanding:Toward a Research and Development Program in Reading Comprehension*.Santa Monica:RAND Education,2002

Urquhart&Weir,*Reading in a Secong language:Process Product and Practice*.New York:Longman.1998

Williams,E.1998.*Teaching Reading*. Ink.Johnson and H.Johnson(Eds).Encyclopedia Dictionary of Applied Linguistic.Oxford:Black-Well.