

THE USE OF NUMBERED HEADS TOGETHER TECHNIQUE WITH PICTURE TO IMPROVE READING COMPREHENSION OF THE TENTH GRADE OF SMKN 1 MAS UBUD 2019/2020

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ABSTRACT

Reading comprehension is about deriving meaning from connected texts. This skill should be taught in learning process to make the students enjoy learning English especially reading comprehension. The results of the pre-test showed that most of the subjects faced problem in reading comprehension. The subjects had difficulty in identifying general information, specific information, textual meaning, and textual reference of the text. The objective of the study was to find out whether or not reading comprehension of the tenth grade of SMKN 1 Mas Ubud in academic year 2019/2020 that consisted of 36 students can be improved through NHT Technique. Therefore, to achieve the objective of the present study, the researcher conducted a classroom action research. The research was done in two cycles and each cycle consisted of two sessions. Furthermore, the research instruments were analyzed by comparing the results of the pre-test and post-tests. The results of the post-test in each cycle clearly showed that there was significant improvement on the subjects' reading comprehension. Besides, the subjects also gave positive responses on the implementation of NHT in the teaching reading comprehension. To sum up, the presents study concluded that reading comprehension of the tenth grade students of SMKN 1 Mas Ubud academic year 2019/2020 could be improved through NHT.

Keywords: *improving, reading comprehension, Numbered Heads Together with picture.*

ABSTRAK

Pemahaman membaca adalah tentang memperoleh makna dari teks-teks yang terhubung. Keterampilan ini harus diajarkan dalam proses pembelajaran untuk membuat siswa menikmati belajar bahasa Inggris terutama pemahaman membaca. Hasil pre-test menunjukkan bahwa sebagian besar subjek menghadapi masalah dalam pemahaman membaca. Subjek mengalami kesulitan dalam mengidentifikasi informasi umum, informasi spesifik, makna tekstual, dan referensi tekstual teks. Tujuan dari penelitian ini adalah untuk mengetahui apakah pemahaman bacaan kelas sepuluh SMKN 1 Mas Ubud atau tidak pada tahun akademik 2019/2020 yang terdiri dari 36 siswa dapat ditingkatkan melalui Teknik NHT. Oleh karena itu, untuk mencapai tujuan penelitian ini, peneliti melakukan penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari dua sesi. Selanjutnya, instrumen penelitian dianalisis dengan membandingkan hasil pre-test dan post-test. Hasil post-test di setiap siklus jelas menunjukkan bahwa ada peningkatan yang signifikan pada pemahaman membaca mata pelajaran. Selain itu, mata pelajaran juga memberikan respon positif terhadap penerapan NHT dalam pembelajaran membaca pemahaman. Singkatnya, penelitian ini menyimpulkan bahwa pemahaman membaca siswa kelas sepuluh SMKN 1 Mas Ubud tahun akademik 2019/2020 dapat ditingkatkan melalui NHT.

Kata kunci: *meningkatkan, pemahaman membaca, Numbered Heads Together with picture*

INTRODUCTION

Reading is one of the language skills that is needed to be mastered by the student. It enables the learner to understand the information clearly from a written text. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the basic English skills for the students when they join English lesson in the classroom. Kenyon (2008:5) states that when the researcher plan reading sessions for the learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading.

The activity of reading is an understanding written text. It involves perceptions and thinking of the readers which consist of two process such as word recognition and comprehension. Word recognition refers to the process of perceiving how the written symbols correspond to one's spoken language. While Reading comprehensions is a capability of understanding meaning, symbol, sentences, and connected text (Pang et al.,2003:06). Moreover, word recognition refers to the process of making sense of words, sentences, and connected text. Based on the statement, it is clear that reading is activity that involves students' perception and thought to improve the reader's understanding a written or printed material that they have learnt in the classroom.

Bernhardt (2011:7) states that reading comprehensions as the process of simultaneously extracting and

constructing meaning through interaction and involvement with written language. Assessing fluency, accuracy, and comprehension will often provide insight as to whether a text is too easy or difficult. As the student recognize the difficulty of answering comprehension question, it shows the text might be difficult too for the students, and they will not memorize the information from the text that being read. Conducting reading instructions is the best way to lead their understanding of the text that they read.

Based on the interview in preliminary observation with the English teacher, it was found that the students had low achievement in reading comprehension. From the four skills, reading has become the problem that was often faced by the tenth grade students class AP 1 of SMK N 1 Mas Ubud. The researcher found the students had problem in reading especially in identifying general information, specific information, textual meaning and textual references in reading text. In learning process, the students still had problem in understanding reading text. This problem could affect the students' reading comprehension and make them fail in answering the question especially about identifying general information, specific information, textual meaning of descriptive text.

The technique was used by the English teacher was monotonous. The teacher commonly focused on reading aloud to teach reading comprehension. For example, the teacher just distributed the reading text and had the students to repeat after the teacher, and then the students read the reading text one by one.

Sometimes, the teacher asked them do silent reading and directly answer the related question without any additional activities for pre-reading and during reading. The teacher never applied certain technique that emphasized on the text reading comprehension at the first point in teaching and learning process.

The teacher technique was not appropriate for teaching which the class have different characteristic of the students. In the technique the teacher just gave instruction and did not give more explanations, the teaching and learning process is unstructured and makes the students bored. It makes student difficult to find out what is the text about and then the reader could not answer the questions related to it. They also did not have discussion session to figure out the answer. Because they work individually and the teacher only focused on the student more active or who would not be active in the teaching learning process. Therefore, an appropriate teaching technique is needed in order to improve students' ability especially in reading comprehension and make teaching learning process more interested and meaningful; one of the techniques is Numbered Heads Together technique with picture.

To solve the problem above, the researcher tried to apply one of cooperative learning technique to improve the students' achievement in reading comprehension. In this present study, the researcher chooses Numbered Heads Together (NHT) technique with picture. NHT technique is one of cooperative teaching technique where a team of four student is established (Mandal 2009:99).

The students firstly divided into some groups, where each students' is given a number. Then the teacher poses a question to the students. After that the teacher asked the students to discuss with their groups to figure out the answer. Finally, the teacher calls a specific number to answer the question correctly. NHT helps students construct meaning before, during and after reading. Students would connect what they read with what they have learned in the past, the students would be expected to understand what the topic is about and extent of the information.

Based on the explanation above, NHT technique is needed by the students to overcome difficulties in reading comprehension. In reading comprehension, it was important to conduct the research to improve reading comprehension through Numbered Heads Together with Picture. Moreover, the researcher believes that NHT technique could improve the students reading ability. Teacher can motivate the students to be more active to share their opinion with others in learning process. Therefore, the researcher decided to conduct a research with entitled "The Use of Numbered Heads Together with Picture to Improve Reading Comprehension of the Tenth Grade of SMK N 1 Mas Ubud Academic Year 2019/2020.

The Research Problem

Based on background of the research above, students of the tenth grade students of SMK N 1 Mas Ubud still had problems in English, especially in reading comprehension, such as identify general information, specific information, textual

meaning and textual reference. The solution that can be offered to overcome the problems is to change the technique which was used previously by teacher with new technique which is more effective to teach the students Based on the elaboration above, the research problem can be formulated as follows: can reading comprehension of tenth grade students of SMK N 1 Mas Ubud in academic year 2019/2020 be improved through NHT with Picture?

Objective of The Study

There are so many different techniques to improve students' achievement in reading comprehension. As a study which is strongly related to scientific investigation, misunderstanding may occur easily due to unclear direction on the aim of the study. Based on the problems faced by the students, the researcher must find a solution to solve the problems. Generally, finding a solution of the research problem is the main objective of the scientific study. The present study was conducted to answer the research problem. The objective of the present study is to find out whether or not reading comprehension of tenth grade students of SMK N 1 Mas Ubud in academic year 2019/2020 can be improved by used the implementation of NHT with Picture.

Significance of Study

This research was concerned with the use of NHT technique with picture to improve reading comprehension. The significance was expected to give beneficial contribution to tenth grade

students of SMK N 1 Mas Ubud. The present study was expected to indicate significance both theoretical and practical information on the importance of implementing NHT with picture in teaching reading comprehension. The researcher hopes that this research gives a significance for both the teacher and the students as well as theoretical and practical. In addition to the target of this research, the research would have both theoretical and practical significance that explained as follows:

Theoretically, the findings of this study were expected as a guide study of reference for the next research. Besides, it can contribute to the new research finding about using NHT technique with picture in teaching reading comprehension. In other words, this study may give information about the technique that can be implemented in teaching learning process especially about teaching reading comprehension by applying the present technique. Besides that, the findings of this present study are very useful for the English teacher, the students even the other researchers as well. This present study will be place in the library, this study was expected to enrich theories and can be used as reference for future studies related to NHT technique in improving reading comprehension of tenth grade students of SMKN 1 Mas Ubud in academic year 2019/2020.

Practically, the outcomes of the present study were expected to give contribution and feedback to the English teacher, students of SMKN 1 Mas Ubud, and the other researcher. First for the English teacher, the finding was hoped to be able to improve the student reading

comprehension. The teacher also can conduct the lesson well since this technique do and brings a worth finding in teaching learning process, and the teacher can solve students' problem in reading comprehension. second for the students of SMKN 1 Mas Ubud, they may have new experience and great improvement of reading comprehension when they join reading class. In addition, the students' ability in reading comprehension also could learn in different learning situation by using NHT technique. This is actually what they need in reading class and they are expected and able to comprehend the reading passage. Third for the other researchers, it was hoped that this study can be used as empirical and reference to do further research in the future especially the research that used classroom action research.

Underlying Theory

Every scientific study should be based on some theoretical background and empirical evidence and it should contribute practical significance of the present study. Theoretical review is about related theory that was used in this research. The researcher uses relevant theories to give more evidences in this research. Besides the relevant theories which are taken from some sources to support the underlying theories are concisely conducted on the ground of the theoretical basis. The relevant theories that related to the study and support the research will be described and discussed as follows: Reading Comprehension, Numbered Heads Together Technique,

and Assessment of Reading Comprehension.

Reading Comprehension

Reading is a process to get information from a text and also as section of language skills that is important in improving the students' ability. Reading is one of skill that students have to master in the class. The important part of reading comprehension is the students should comprehend the text read because it can help the students in learning process especially in other skills such as listening, writing and speaking. Wolley (2011) states that reading comprehension is the process creating meaning from the text. He continues stating that the goal of reading is to increase the general understanding of what is described in the text rather than to get meaning from isolated words or sentences.

Numbered Heads Together (NHT) with Picture

NHT is a technique that helps reader to learn new material with the use of questioning and heads together from reliable source. NHT helps the readers comprehend what they read. This technique is interesting and wonderful at the start of any unit of work or meeting discussion. It elevates thinking and discussion, open up opportunities for possible investigation and the formation of hypotheses. NHT helps the reader comprehend what they read and understand what they have already read. The teacher can easily modify material to meet students' learning needs any level in any content area and it can keep the students' attention on reading

comprehension. It will make the students easier to develop their knowledge and they also can share it to the others.

Empirical Review

For the first similar research was conducted by Juniawati (2016) entitled “improving reading comprehension through numbered heads together of the eight grade students of SMPN 4 petang in academic year 2015/2016”. The main purpose of the research was to figure out whether or not numbered heads together improve students reading comprehension. The result of the study had proven that numbered heads together was an effective technique to improve reading ability especially in reading comprehension. It could be seen from the progressing mean score of the pre-test and post-tests from the first cycle until the last cycle after the researcher applied NHT technique to the eight grade students of SMPN 4 Petang.

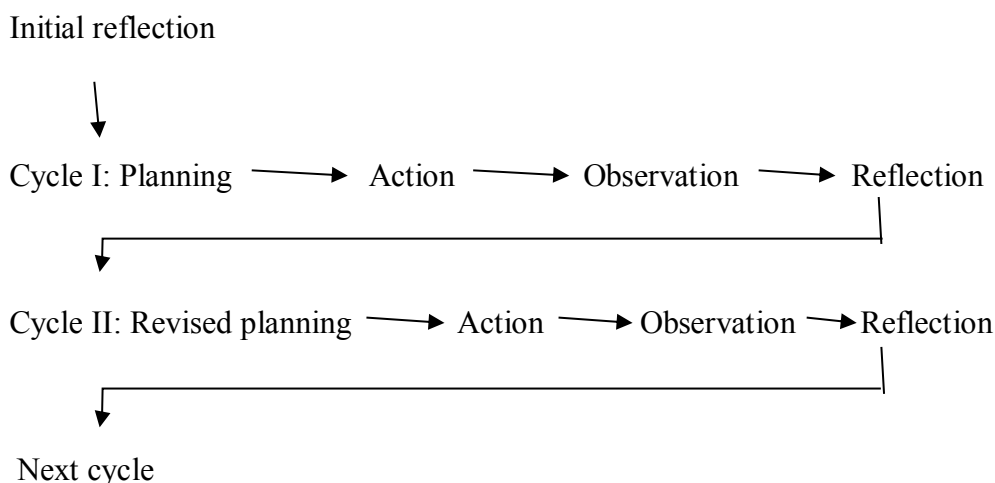
The second research was done by Brahmanda (2016) entitled “improving reading comprehension of the eight grade students of SMP N Sila Chandra Batubulan in academic year 2015/2016 through numbered heads together”. The objective of the study was to know whether or not reading comprehension of the eight grade students of SMPN Sila Chandra Batubulan can be improve through numbered heads together technique. The result of the present study had proven that numbered heads together was an effective technique to improve students’ reading comprehension. It could be seen from the progressing of the mean score.

Subject of The Study

The present study was conducted at SMK N 1 Mas Ubud especially the tenth grade student of X AP1 class in academic year 2019/2020. The X AP1 class consisted of 36 students in which there were 15 males and 21 females. The researcher chooses this class based on interview that had been done to English teacher in SMKN 1 Mas Ubud, the students’ ability in reading comprehension was still poor. The students in this class are still difficult to comprehend reading text, especially in finding out general information, specific information, textual meaning and textual reference of the text. It means that the subjects’ ability in reading comprehension was poor. Therefore, immediate improvement is really needed by using effective technique in reading comprehension.

Research Design

The present research was divided into two cycles that consisted of two session in each cycle. In each cycle, there are four steps: planning, action, observation, and reflection. The result of post-test in cycle 1 was used as a basis to revise the planning in the next cycle. Thus, revising planning began in the next cycles. Revising planning was expected to achieve the satisfactory outcome. To make it clear, the figure of the steps in each cycle could be seen in the following figure. The figure was adapted from the book Kemmis and Mc Taggart (2010).



Initial Reflection

This classroom action study was done by conducting an interview, observation, and administering pre-test. Initial reflection was done in order to know how the subjects’ pre-existing ability in reading comprehension. It was done through the interview to the English teacher and observation to the students of the classroom during teaching and learning process. Moreover, in order to exactly know the subject’s problems, it could be done through pre-test which was administered to obtain the real problem of the subjects under study. The result of the pre-test was used by the researcher as the basic consideration in making planning which was done in next steps. This test was aimed to know how far the subjects understand about the topic that was given by the researcher and also to check the score of the subject before applied the NHT technique with picture.

Planning

Planning was arranged for doing some activities, there are many activities organized that had been done in action phases, such as;

1. Making lesson plan based on the syllabus used in SMKN 1 Mas Ubud and topic in every cycle of this classroom action study. The lesson plan acted as the controller in teaching learning process by using numbered heads together with picture.
2. Preparing teaching material which can be appropriately used in teaching reading comprehension for the tenth grade students of SMKN 1 Mas Ubud. Researcher prepared materials that are suitable for teaching reading skill through numbered heads together with picture.
3. Preparing picture as teaching media that will be used by the teacher. The pictures were taken from internet about historical place.
4. Constructing post-test that administered at the end of each cycle. Post-test focused on figuring out students’ achievement in reading comprehension.
5. Constructing the questionnaire that administered in the end of the last cycle to know the subjects’ responses toward the implementation of numbered heads together with picture.

Action

Action refers to what the researcher did in the classroom and how the classroom would be managed. This was an important activity that the researcher conducted in the study. Action could be defined as the real form of the planning. The action of the present study was the activity that researcher did in the teaching and learning process. The activity that was done by the researcher in the classroom related to improve the subjects' reading comprehension by using NHT. The researcher conducted the lesson plan in the classroom. Based on the lesson plan during learning activities, there were three phases such as pre-activity, whilst-activity, and post-activity.

Observation

In the observation, the researcher observed the subjects' responses on the application of numbered heads together with picture in teaching reading comprehension. Observation was also aimed to know the effectiveness of numbered heads together with picture in improving the subject reading comprehension and also to know whether the technique being applied is able to improve reading comprehension of the grade tenth of SMK N 1 Mas Ubud in academic year 2019/2020. In this part, the researcher observes the subject progress after being taught through numbered heads together with picture in teaching and learning process especially in learning comprehension and also their responses toward numbered heads together. The researcher collected the subjects' progress

and responses by using research instrument.

Reflection

In reflection, the researcher reflected the implementation of each cycle which was to know the weaknesses and the strengths of her teaching. In addition, to know how far the subjects' success, the researcher would collect the data from the observation and the result of post-test since they are the important part of reflection. The purpose of reflection is to evaluate the effectiveness of numbered heads together in improving the subjects' reading comprehension. The researcher collected data and tried to investigate the strength and weakness of the action to consider the next action whether the researcher should stop the study or continue it. Based on the result the researcher needed to revise some part of planning in order to get improvement and better result in the next cycle

Research Instrument

The research instrument refers to tools which are used by the researcher in collecting data. Research instrument can be defined as all instrument which are used by a teacher to simulate, activate or encourage the teaching and learning process to achieve the teaching and learning objectives. The selection and construction of appropriate, valid and reliable research instrument is very essential step of a scientific investigation. Without the instruments, the researcher cannot conduct this research because, the instruments were crucial and important in the research. In this study, the research instrument that applied were in the form of

test (pre-test and post-test) and questionnaire.

Data Collection

Collecting the data in present study is the important step in order to answer the research problem under the study especially in reading comprehension at SMKN 1 Mas Ubud in academic year 2019/2020. In order to get the data, the researcher used the research instrument which was divided into two different kinds of instrument, test, and questionnaire. There were two kinds of tests that are conducted in the present study, pre-test and post-test.

Data Analysis

The research data was obtained from the research instrument which were given to the subject under the study. Pre-test is used to know the pre-existing reading comprehension of the subjects and post-test was used to know the achievement of the subjects after being taught reading through numbered heads together (NHT) technique with picture. The questionnaire was administered to know the subject responses about the use of numbered heads together (NHT) technique with picture in teaching reading comprehension. Then the researcher should analyze the data to figure out the achievement of the subjects in reading ability especially in reading comprehension.

FINDING AND DISCUSSION

The findings of the present classroom action research were obtained

through the process of collecting the required data which were gathered by using the research instruments. The present study was intended to figure out whether or not reading comprehension of the tenth grade students of SMK N 1 Mas Ubud in academic year 2019/2020 can be improved through NHT technique with picture. The present study could be ended since the study had achieved the success indicator. Moreover, there were significant improvements on the subjects' reading comprehension that were indicated by the improvement of the mean scores from pre-test, post-test 1, and post-test 2. The additional data, the questionnaire that was also administered to the subjects under study to know their responses towards the implementation of NHT technique in teaching learning process also supported the primary data. The questionnaire showed that most of the subjects agreed with implementation of NHT technique. All of the findings of the present study were discussed in the following discussion.

As what has been explained above, it could be concluded that NHT technique with picture could help the subjects to improve their reading comprehension. It could be seen from the results of pre-test, post-test 1, and post-test 2 that significantly improved after the implementation of NHT technique with picture. The present study was in line with the previous study that NHT technique with picture could improve the subjects' reading comprehension; moreover, the present study was more effective and successful. Based on findings of the present study, it can be stated that reading comprehension of the tenth grade students

of SMK N 1 Mas Ubud in academic year 2019/2020 could be improved through NHT technique with picture.

CONCLUSION AND SUGGESTION

In the present study, the researcher used classroom action research. It helped the subject improve their reading comprehension especially in using descriptive text. The research was conducted at the tenth grade students of SMK 1 Mas Ubud in academic year 2019/2020 especially X AP1 class. Based on the preliminary study, it showed that the subjects faced problems in their reading comprehension. The teaching learning process in this research was done in two cycles, the cycle consisted of two sessions. The data were obtained by administering pre-test in pre-cycle. It was continued by giving post-tests in the end of cycle I and cycle II and the questionnaire in the last cycle.

The mean score of pre-tests, post-test 1, and post-test 2 showed respectively figures of 32.41, 66.83, and 79.55. The mean score of the pre-test and post-tests clearly showed the significant improvements of the subjects' reading comprehension. There were none of the subjects in pre-cycle that achieve the passing grade; but, in post-test 1 and post-test 2 there were 12 and 35 subjects who could achieve the minimum passing grade of SMK N 1 Mas Ubud. Finally, the findings of the study showed that the problems that were faced by the subjects in reading comprehension could be overcome through the implementation of NHT technique with picture to the tenth grade students of SMK 1 Mas Ubud.

The result of the questionnaire showed that there were more than 90% of the subjects who agreed on the implementation of NHT technique with picture. It clearly showed that NHT technique with picture could make the subjects become more active and their reading comprehension could be significantly improved. The subjects' responses showed the effectiveness of NHT technique and most of the subjects gave positive responses on the implementation of NHT technique with picture in improving reading comprehension. It means this technique was highly accepted by the subjects.

The results of the present study are expected to give beneficial impacts to education especially in teaching reading comprehension. At the end of the present study, the researcher intends to give some suggestions which are based on the findings of the present study. Based on the results of the study, it showed that reading comprehension of the tenth grade students of SMK N 1 Mas Ubud could be improved by using NHT technique. The researcher would like to suggest the English teacher as a person who concerns on teaching and learning process especially in teaching reading comprehension, the tenth grade students of SMK N 1 Mas Ubud and also for the other researchers as follows:

The English teacher who teach the tenth grade students of SMK N 1 Mas Ubud are suggested to apply NHT technique as an alternative technique in teaching reading comprehension. The teacher can conduct NHT technique in teaching reading such as finding general information, specific information, textual meaning, textual reference. The results of

the study are also expected to enrich the teachers' knowledge about the method and technique in teaching reading comprehension. Thus, the teacher could create some activities to avoid monotonous teaching and learning process in the classroom and to make the students interested and comfortable. Therefore, the students were more motivated in order to improve their reading comprehension. Therefore, the students will enjoy and they will be interested in learning reading comprehension.

The tenth grade students of SMK N 1 Mas Ubud are also suggest to keep their motivation because motivation is the key of getting success. They are also suggested to pay attention on their reading comprehension ability. This study can be used to improve their ability in comprehending a reading text in English. Besides, the students could implement NHT technique in order to get and share the information and knowledge. It can help students to solve and overcome their problem in reading comprehension. In addition, the students are also suggested to do more practice to identify general information, specific information, textual meaning, and textual reference to get significant improvement in reading comprehension. Besides, reading comprehension is also one of important language skills to be mastered by the students' because through reading they can get useful information in daily life.

For other researchers who are going to conduct a classroom action research, it is suggested to use more interesting reading passages in teaching learning process and hopefully it can be used as reference and an alternative source

and guidance in conducting the same study to obtain better results. Besides, it can be more creative to examine and investigate the effectiveness of the use of NHT technique with picture in improving the students' reading comprehension especially in descriptive text. Moreover, the researcher hopes that other researchers would do better researches that are related with NHT technique, which can be applied not only for teaching reading comprehension but also for teaching other skills and other genre texts to improve language skill in English.

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