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Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisinal tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober, April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

Mengutip ringkasan dan pernyataan atau mencetak ulang gambar atau table dari jurnal ini harus mendapat ijin langsung dari penulis. Produksi ulang dalam bentuk kumpulan cetakan ulang atau untuk kepentingan periklanan atau promosi atau publikasi ulang dalam bentuk apa pun harus seizin salah satu penulis dan mendapat lisensi dari penerbit. Jurnal ini diedarkan sebagai tukaran untuk perguruan tinggi, Lembaga penelitian dan perpustakaan di dalam negeri.

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AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING COMPREHENSION AT SMA MUHAMMADIYAH 1 METRO ACADEMIC YEAR 2017/2018

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Abstract

This study was conducted to know the students reading comprehension between two variable. There were two problems: (1) To know the teacher strategies in teaching reading at SMA Muhammadiyah 1 Metro. (2) To know what extent the strategies help the teacher in teaching reading comprehension at SMA Muhammadiyah 1 Metro. This study was conducted to improve whether “How do the teachers improve students’ reading comprehension at SMA Muhammadiyah 1 Metro?”. The subject of this study were 28 students of the first years students of SMA Muhammadiyah 1 Metro. They were considered as the sample of the whole population. It was assumed that teacher strategies and reading comprehension in english was very important in learning English. As doing assignments or home works, preparing the lesson at home, using a spare time for reading etc. it would be useful for improvement of their ability in reading comprehension. This study was to verify the hypothesis that there was reading subject is one important material same as the other skills likes writing, speaking and listening. This study was obtained by field research by observation. The result of this research were collected by observation and interview to the teacher and students.

Keywords: teacher strategies, teaching reading comprehension, improving reading comprehension.

1. INTRODUCTION

English is important in our daily communication. People communicate with others or express their feelings by using language. According to Amberg & Vause (2000: 1) language is foremost a means of communication, and communication always takes place within some sort of social contexts. Therefore, effective communication requires an understanding. It means that language is very important for communication in our daily life. By using language, people can express ideas, thoughts, opinions and their minds. Language in the world is the most important means in life because without using language it is impossible for people to communicate with others and carry on their daily activities. Among those languages, English is one of the international languages. As an international language, English has many important roles. Recently, English has been becoming the first topic that is being talked by scientists.

It is because almost every individual in this earth needs to study English. Learning English is very important. English is essential for education advancement or career development and for the interaction with people in other countries. Besides, English is also used to develop science, technology and culture. Based on the national education system, there are four skills which must be acquired by students in learning English, there are reading, listening, speaking and writing. Furthermore, English also has three components that are vocabulary, grammar and pronunciation. Among the four basic skills, reading is one of the most important skills in learning language because the success of their learning depends on a greater part of their ability to read. Based on Cline, F., Johnstone, C., & Kinf, T. (2006: 2) Reading is the process of deriving meaning from a text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as to support the learning process. Understanding the text is determined by the purposes for reading,

the context, the nature of the text. and the readers' strategies and knowledge.

Based on my experience when I did my field practice, many students said that reading is easier to learn than the other skills such as writing, speaking and listening. According to their understanding, reading skill is that students just need to read the text on the book. But they don't know if reading is an important skill because in reading skill they do not only read some texts, but also they should know how to read correctly. Besides, reading also has another function. When they learn to read they can get other knowledge such as writing, speaking and vocabulary. Everytime they read the text they will try to say a sentence. With them often reading a sentence they get used to learn speaking. Beside that their vocabulary will also increase automatically, because from reading they get new vocabularies that they did not know before. That is the reason why researchers choose this title to make students aware of the importance of reading lesson.

However, one of strategies which should be managed and applied by teachers in the classroom are teaching reading strategies. Antoni (2010: 39) states that a reading strategy is a unitary process which cannot be subdivided into part skills. It is a means as a process, a reading strategy involves ways of processing a text which will vary with the nature of the text, the reader's purpose, and the context of situation.

In teaching learning activities sometimes, there are factors that affect students in reading English in class. One of them is they fail in reading comprehension. The researcher choose those school because there have six class, especially in the first grade and the researcher interest to know how the teaching and learning process. Based on the statement above, the teacher has to have a strategy to make students ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the students

confident to read correctly. The phenomenon above showed that the strategy in teaching and learning process is very important. In addition, the teacher strategies are one of the crucial factor which influences to the success in teaching reading.

2. LITERATURE REVIEW

2.1 Reading

Based on Perfetti (2001: 280) Reading is a process that depends on the language of the reader and the writing system that encode that languages. The units of the writing system are converted into mental representation that include the units of the language system. Specifically important are the identification of words and the engagement of language and general cognitive mechanisms that assemble these words into messages. It is visual word identification that is the process most distinctive to reading. In addition Cline, Johnstone & King (2006) defines reading as decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

The strategies of reading activities in teaching are pre-reading, during reading and post reading activities set on the types of activities provide for students who are learning the English language.

(1) Pre-reading, according to Alyousef (2006: 69) states that the pre-reading activities motivate students before the actual reading take place. It means the pre-reading activities prepare the students to read an upcoming material and particularly important, because with adequate preparation the experience of reading will be enjoyable, rewarding, and successful.

(2) During reading, based on Anthony (2006: 65) states that during reading to

encourage the learner to be a flexible, active reader also to promote a dialogue between reader and writer

(3) Post reading, the activities of post reading are pause and reflect, re-read and remember. The primary goal of the post reading phase is to further develop and clarify interpretation of the text, and to help the students remember what they have individually create in their minds from the text to compare differing texts and ideas, to imagine themselves as one of the characters in the text.

2.2 Reading Comprehension

Pourkalthor & Kohan (2013: 53) state the comprehension occurs in the transaction between the reader and the text. In reading comprehension, the reader is supposed to draw information from a text and then combine with information he has, reading in second language is a complex and for reading comprehension learners must combine the skills to understand the text. Pourkalthor & Kohan (2013: 54) Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to: (1) Literal comprehension is reading in order to understand, remember, or recall the information explicitly contained in a passage. (2) Informational comprehension is reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition and by inferring. (3) Critical or evaluative comprehension is reading in order to compare information in a passage with the reader's own knowledge and values. (4) Appreciative comprehension is reading in order to gain an emotional or other kind of valued response from a passage.

Pettit and Cockriel (1974: 64) The majority of studies have found reading comprehension to be composed of two broad categories. (1) Literal comprehension. Literal reading refers to ideas and fact directly stated or the printed

page. Literal reading is the skill of getting the primary direct literal meaning of sentence in context the basic of literal comprehension are recognizing state ideas details, effect and sequence. (2) Inferential comprehension. Interpretive reading is means read between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated.

Sanchez (2010: 36) When we focus on the appropriate pedagogical approaches for teaching/learning subject matter content in the curriculum for English learners, it is important to remember that: Learning in subject areas requires different comprehension skills, such as technical vocabulary; limited contextual cues; time periods and sequencing of events; structural text: graphs, symbols, map, diagram; higher read ability level text; and expository material vs. story structure.

Based on explanation of Maggie (2014: 18) the whole essence of reading is for a reader to make meaning out of the text, to comprehend means to extract and construct meaning through interactions and involvement with the text. While balanced approach can be followed to effectively teach reading comprehension, but teachers should have in mind that they are dealing with learners of different learning styles and needs. Such as, teachers should use a variety of reading comprehension strategies such as reciprocal teaching and collaborative strategic reading.

(1) Reciprocal teaching (RT), was designed to improve comprehension for learners who are able to decode, but have problems in comprehending text. Reciprocal teaching involves teaching comprehension strategies in the context of a reading group. Through RT, learners are taught to use the four strategies of prediction, summarization, question generation, and clarification. (2) Collaborative strategic reading (CSR), based on Peterson et. al (2000) CSR focuses on learners with mixed achievement levels to apply comprehension strategies while working in

small groups. Small groups discussion provide opportunities for learners with reading disabilities to acquire complex skills. The four strategies involved in CSR are preview, click and clunk, getting the gist, and wrap up.

2.3 Teaching Strategy

Based on Jones and Bartlett (2010: 165) Teaching strategies refer to the structure, system, method, technique, procedure and processes that a teacher use during instruction. These are strategies the teacher employs to assist student learning. Learning activities refer to the teacher-guided instructional task or assignment for students. These are student activities. The terms teaching strategy and learning activity do not exclusive imply active or passive instruction. For example, a teacher may select a lecture teaching strategy where the students are expected (as their learning activity) to simply listen.

Peterson et. al (2000: 6) Strategies are consistent plan, consciously adapted and monitored by readers for improving performance in reading. Two types of strategies were defined. The first, teacher strategies are implemented by teachers to develop student reading ability. They are instructional interventions for the whole class, small groups, or individual student. The second, student strategies are internal procedure used by students in the process of reading. Students assume responsibility for using strategies as they become independent reader.

3. METHODOLOGY

The research is descriptive qualitative because this research focuses on a certain teaching-learning process in the school environment. In this case the phenomenon is the activities of teaching and learning English. The design consists of two stages: observation and interview. The observation to the teacher and the student. The researcher observed the class to saw the school condition and interviewed the

teacher and the students to get information about the teaching learning process. Theses interview was conducted after the researcher did the observation. In the interview, the researcher asked the teacher detailed information about the strategies used in the teaching.

The data in this research are in the form of written text in the field notes, interview transcript and notes. From these data the researcher could obtained the information about the teacher strategies in teaching reading comprehension that used by the teacher in the SMA Muhammadiyah 1 Metro. In addition, the data source was a person, something, or place that provides information for a piece of research. In these research, data sources were derived from the teacher in SMA Muhammadiyah 1 Metro.

In this research, the researcher used some technique in collecting data. Those are interview and observation. All of the data were collected in the form of word arrangement. (1)Observation, was a way of collecting data by conducting direct observation of an object in a given period and held a systematic recording of certain things observe. The ways to do observation, were: (a) The researcher prepared the material to conduct the observation such as: paper, pen and camera. (b) The researcher joined in the classroom. (c) The researcher observed teacher strategies in teaching reading comprehension. This method was used to get any information about the teacher strategies in teaching reading comprehension. (2)Interview, was a meeting of two people to change information and idea through and responses, resulting in communication and join construction of meaning about a particular topic. The interviewer used a set of question which was developed to gain the specific information. In this case, the researcher would use structured interview. The functions of interview in this research were to cross-check the data and to make

sure the data from the observation really valid.

In qualitative research, there was a common technique that was usually used to increase the research data validity. The technique was called Triangulation. "Triangulation was defined as technique of collecting data by combination of some different data sources". The aim of triangulation was to increase one understanding of what ever being investigated. In this research, the researcher used a triangulation. This was Data Collecting Technique Triangulation. Data analysis in this research could be broken down into four stages, they were Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. The first stage in analyzing qualitative data here involved coding. Coding was analogous to get ready for data provided. The first step in coding were referred to as open coding, preliminary coding, or provisional coding. In this stage, after getting the data researcher collected the data. After all the data were collected the researcher placed all units which have the same coding together. In short, by coding all the data that we gathered, we could underline the significant data that were appropriate with our topic of research. So, it would be easier read the data.

The second step of data analysis was data reduction. It was the process of reducing the data occurring repeatedly. Reducing the data meant summarizing, choose the main thing, focus on the important things, finding the topic and the form. In this stage, the researcher obtained the data from interview with the teacher. The result of interview showed how the teacher used the strategies in teaching reading comprehension. In this step, the irrelevant data was reduced and the need data was included.

After data reduction the next step in analyzing the data was data display. It is the process of displaying data in the form of essay, so it would be easier to understand. In this research, the research

would used essay in displaying the data, because it was the most common data display used in qualitative research.

In this last step data analysis that was drawing conclusion. The researcher examined all entries with the same code and then merged these categories and found the connection among the categories. Then, it continued to tell the stories and to make connection among stories.

4. DISCUSSION

The part presented toward the result of the research. The researcher had done the research by using two instruments, those are observation and interview. Then, the researcher used the questionnaire to support the data. From these questionnaires, it can help the researcher to know the problem of the students about reading lesson and get the positive and negative response of students about reading lesson.

Based on questionnaire for students, the researcher saw something that made students confused about the material. For example, one of the students answered on the questionnaire that she did not understand and felt difficult to follow the material because she felt bored, especially when she read the text and got the new vocabulary that she did not know the meaning before. She felt confused on how to read that new vocabulary.

From this questionnaire, the researcher could prove that the students have interest of reading lesson after knowing the other function of reading lesson, and the strategies used in class.

According to the result of the observation and interview which were conducted in SMA Muhammadiyah 1 Metro especially in first grade of senior high school with English teacher about his strategies in teaching reading comprehension. It could be known that several strategies used by the teacher.

4.1 Teacher strategies in teaching reading comprehension

(a) Memorizing Strategy

In every meeting of English lesson, every student must memorize ten vocabularies related to the topic that would be discussed and the meaning of each word.

Memorizing was usually found in the class activity. Based on the researcher experience, memorizing was a boring activity, but by memorizing, they were encouraged to study more, and it could improve their English ability. Afterward, the students could understand more about the content of the text from that reading. If someday the students found the words that were same as what they have memorized, they would know the meaning. Since, they have learned them before.

After doing observation and interview with the teacher, I agree with Peters, E.E. & Levin, J.R. (1986) using memorizing technique, students could summarize words and make them into keyword, and it would make it easier for students to remember a word or phrase that they would memorize.

(b) Question Answer Relationship

Question answer relationship was usually applied by English teacher in the first grade class at SMA Muhammadiyah 1 Metro. The teacher usually used this strategy at the end of learning process, because the teacher wanted to know the students' understanding about reading comprehension. In this strategy, the teacher asked the student about the information in the text that the students have read. Then the students answered it related to the question, and that answer was from the text or from their own mind. To answer this question, teacher pointed one of student to answer it. The students must not go forward, but they could answer that question from their seats.

After did observation and interview with the teacher, I agree with Fisher, D., and

Frey, N., (2004) that this strategy help students understand the material effectively. This strategy makes the students to think about material that they did not understand, and it would require them to search information about material that wanted to learn. So, students can answer teacher questions used their own thoughts or opinion.

(c) Game

This strategy functioned to enrich student vocabulary. This game used dictionary as a source. This was applied, because it made the students were enthusiast when they felt bored. It was applied by the teacher, and it asks the students to stand up in front of the class and give the instruction to his students to guess the picture that he held. The students could answer that picture with open the dictionary.

After did observation and interviewed with the teacher, I agree with (Catania,2007) this strategy could made students creativity in learning. With this strategy students became fun when following material by the teacher in reading class. Beside that students did not fell bore and more understood about the material teaching by the teacher.

(d) Discussion Group

Usually this strategy was used by the teacher in teaching reading comprehension. The discussion made the teacher divided students into some group. In group they gave opinion to each other, they made a conclusion, or arranged various alternative resolving on a problem. The teacher divided some students into groups, and the teacher asked them to translate the material from the text. Every group got different text. After that, the teacher asked them to present in front of the class. When they did a presentation in front of the class, the teacher gave the points for one of student of each group. This was done by the teacher because the teacher was experienced if that point was not their teacher they did not want to work

that task, because they depended on their friend. Therefore the teacher gave some points to each delegation from each group. All of the students would do the task that had given by the teacher, because every student might be able to present in front of the class.

After did observation and interviewed with the teacher, I agree with Adler, D., (2003) this strategy could improve students to got a new knowledge. With this strategy students became independent of friend when asked by the teacher, because they had their own thoughts to get answer from their own. This strategy made students has a good correlation with their group.

4.2 To what extent the strategies help the teacher in teaching reading comprehension

(a) Memorizing

These strategies helped the teacher in teaching reading comprehension in the class. Because with memorizing the words that the teacher gave, the student always remembered what has been given by the teacher to them. It also helped the teacher in teaching and learning process which is if there were some difficult words, the students would not always ask the teacher but they found them by theirselves.

(b) Question Answer Relationship

These strategies helped the teacher in teaching reading comprehension. In these strategies the teacher was able to know how far the students understood what he has taught to them. In this stage the students did not only read the passage but also they really understood what was the passage about.

(c) Game

Game was the effort of self think and physical that was very useful from improvement and development of motivation, performance, and achievement in implementing the organization's interest and better assignment. It meant that while playing the game, the students perceived is glad no charges whatever in the mind.

Always have good mood. These strategies helped the teacher in teaching reading comprehension class. This strategy would make a student feel enjoy to join in the class.

(d) Discussion

These strategies helped the teacher in reading comprehension class. This strategy could help the teacher, because the teacher could allow the students to learn more about the information from other friends. This strategy used by the teacher to make students confident to give opinion in the discussion.

5. CONCLUSION

This research showed that in teaching reading comprehension the teacher used various teaching strategies, they were: memorizing, question and answer relationship, game and discussion. Based on this research, those strategies were effective in teaching reading comprehension because they could help the students to comprehend the text. In short, those strategies gave good contribution for the teacher to make the students more understand about reading lesson in English class. Although these strategies were effective, but the researcher found the weaknesses in these strategies. For example the first strategy was memorizing, the weaknesses in this strategy was students did not have a good mood and the atmosphere in the class was quite boring. Then game, the weaknesses of this strategy was the students were not serious in this lesson. Although there were some weaknesses in these strategies, but the teacher can control the class and make students understand about the material provide by the teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. By using these strategies the teacher would be more easily to give the material to the students. Thos strategies can help the teacher because the students became more

active. Then the students can exchange their opinion with their friends.

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