

THE IMPLEMENTATION OF GIST STRATEGY TO COMPREHEND ANALYTICAL EXPOSITION TEXT FOR ELEVENTH GRADERS OF SMA WACHID HASYIM 2 TAMAN

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Abstract

This study was descriptive qualitative which described how the eleventh graders of SMA Wachid Hasyim 2 Taman implemented GIST (Generating Interaction between Schemata and Text) strategy to comprehend analytical exposition text and the students' comprehension on analytical exposition text after the implementation of GIST strategy. This study was carried out on first semester of XI language class in SMA Wachid Hasyim 2 Taman. The data taken from class observation during three days and interview with the English teacher showed that the students could implement GIST strategy but they still needed another strategy, which was translation. Besides that, GIST strategy had good effect in teaching learning process. It could bring interest; motivate the students to learn on reading activity. In terms of reading comprehension on analytical exposition after the implementation the strategy, students' reading task showed good progress from the first task to the second one.

Keywords:GIST, Analytical Exposition Text, Reading Comprehension, Eleventh Graders

INTRODUCTION

As one of the basic language skills in English, reading becomes the most prominent skill in receiving knowledge. By reading books, learners can access any references or sources in order to gain knowledge or idea. It is also possible used for gaining information from foreign language. A lot of literatures and novels are printed in English. According to Murdibjono in Rahmawati (2011:2), there are three important reasons why reading needs to be learned. Firstly, reading many texts might help students master other skills. It will be a good model for listening, speaking, or writing. Secondly, it can also increase the students' vocabulary size from the reading text and make them become familiar with the grammar usage which also helps their language acquisition. Thirdly, reading an interesting reading text might stimulate students to learn much.

According to Dubin in Songsiengchai (2010:12), reading is the most attainable language skill in a country where English is not widely spoken. It implies that

reading is the possible way to enhance the learner's ability in mastering English. Murdibjono in Rahmawati (2011:2) also states that students might not need to speak or write something in English most of the time, but reading seems to be unavoidable thing in this real situation. Thus, the students or learners need to read a lot as many as possible. It is in line with Nuttal (1996:28) who says that doing many practices on reading enables the students to read, without help, unfamiliar words with satisfactory understanding.

Comprehension is the main goal of reading. According to Sweet and Snow in Anastasiou and Eleni (2009:283), reading comprehension is actually extracting and constructing meaning from the text. It is clear that comprehending the text when reading is so essential because reading a text without constructing the meaning of the text will be nothing. By comprehending the text, the readers can get the points, messages, or information from what the author wrote. Any information that the readers can absorb from the text should be connected to their experience or prior knowledge that they have. While the

readers are able to connect new information from the text with their prior knowledge, they will be able to imagine or visualize the meaning of the text. This process can only be done by the proficient readers who are able to read the text effectively.

Unfortunately, what happens in the real situation is different. Mostly, the students have difficulties in reading. There are some problems faced by the students in reading comprehension, such as poor understanding of the language structure and lack of vocabulary. Those problems become barriers in comprehending the text. Moreover, the learners or the readers not only read word by word but also have to activate their prior knowledge to match the information. Along with Bus and Susan (2009:62), those readers are called struggling readers who are going to be proficient readers in reading activity. The proficient reader is the reader who remembers and understands some units of idea in a text that have many relations with others within the text. There are many difficulties that the struggling readers have, such as poor decoding of the words and comprehending the text. It is quite difficult to comprehend the whole text if the reader only focuses on the decoding of the words. According to Scott and Lisbeth (1998:21), learners whose mother tongue is not based on the L2 target language, have more stages to go through when they are going to read. From the explanation above, it is quite obvious that the struggling readers need strategies to comprehend a written text. As suggested by Djiwandono (2009:21), reading whether it is in mother tongue or target language certainly needs some strategies which help the reader to obtain information from the text efficiently. Also, as cited by Cohen in Songsiengchai (2010:4), reading strategies are mental processes which the reader consciously chooses to use in accomplishing reading tasks. It implies that reading strategies have important role in reading for obtaining better comprehension. In addition, the necessity of reading strategy is really important. Oxford (1990:11) states that developing communicative competence strategies are important especially for language learners, because they are like a tool which is so essential. The appropriate strategies will make their ability improve. The strategies will be very important to make the learner become an independent reader.

There are so many types of reading strategies which have been explained by the experts. However, in this study, the researcher will use GIST strategy. GIST stands for Generating Interactions between Schemata and Text (Cunningham, 1982). This strategy is very useful for students to restate the most important point or idea of paragraph. This strategy can also be used to improve the students' understanding and memory of what they have

read. Furthermore, it incorporates both reading and writing so that they can summarize what the paragraph is about.

Based on that explanation, GIST strategy is needed by students to overcome difficulties in reading comprehension and to improve their reading abilities. This strategy can help students in fulfilling the senior high school curriculum task in Indonesia, which is to understand the meaning of short functional texts and simple essays in the form of report, narrative, spoof, analytical exposition, and hortatory exposition text in the context of everyday situation and also access knowledge (Depdiknas, 2004).

In this study, the researcher chooses analytical exposition text as the text which is going to be used because it is often encountered by the students in their daily life. For example, at school, students are often assigned to make essays about their opinion, whether they argue for or argue against, on certain topics. Also, when the students read a non-fiction book, magazine, or newspaper article, the writer uses expository writing to the readers about the topic. The researcher is interested in GIST strategy implemented by eleventh graders in the process of reading comprehension of analytical exposition text. The subjects of this study are possible to explore the reading strategies because they are learning the text in current semester.

Based on the background above, the problems of this study are formulated as follows:

1. How do the eleventh graders of SMA Wachid Hasyim 2 Taman implement GIST strategy to comprehend analytical exposition text?
2. How is students' comprehension on analytical exposition text after the implementation of GIST strategy?

The aims of this study are to describe how the eleventh graders of SMA Wachid Hasyim 2 Taman implemented GIST strategy to comprehend analytical exposition text and the students' comprehension on analytical exposition text after the implementation of GIST strategy.

Chusnia (2011:16) concludes that teaching is a process of transferring knowledge to the students. So that in teaching reading, there should be a goal. The goal of teaching reading is that students have ability to comprehend the text well. Also, the teachers need to give fully attention towards the students and the teaching itself. The teachers should bear in their mind while in reading class whether they are teaching or testing (Abbott, 1981:83). In teaching activity, the teachers should provide materials and activities which intend to help the students to be skillful.

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According to Nunan (2003:74-77), there are some principles in teaching reading, they are:

1. To exploit students' background knowledge;
2. To build a strong vocabulary base;
3. To teach for comprehension;
4. To work on increasing reading rate;
5. To teach reading strategies;
6. To encourage students to transform strategies into skills;
7. To build assessment and evaluation into their teaching; and
8. To try hardily for continuous improvement as reading teacher.

In pre reading, the important thing before the students begin to read a text is to create a positive attitude in their minds towards the text to be read. In short, the teachers are concerned with motivation.

Furthermore, the teacher should be able to activate the students' background knowledge so that many pieces of information can be related to the text which is going to read. By doing that activity, the students already has a representation about the text so that it will make them easier to understand the content of text. The most important part of successful comprehension is construction of representation of the textual information by the reader (Bus and Susan, 2009:58).

In addition, the teacher can do some activities below.

1. Anticipating the Content

If the text has sections with headings, the learners can be asked just to read these headings than write down or say what they expect the text to be about.

2. Vocabulary Work

The teacher can make a preliminary vocabulary teaching that could help the learners. Also, the teacher may judge some unfamiliar vocabulary as key words whose meaning is crucial to the understanding of the text.

In Whilst Reading, it can be like these following activities.

1. Identifying the Main Idea

A paragraph not always has a topic or key sentence. It is often a generalization or summary. It will help the learners to understand the text if they can identify topic sentences because obviously these will indicate the main idea.

2. Recognizing details and the writer's purpose

The learners just focus on the required information. The teacher can often use texts from the class course-book. And for the writer's purpose, it is quite difficult for learners to find it. The purpose can be any of the following: to ridicule, to amuse, to accuse, to protest, to teach, etc.

3. Inferring from the text

Together with the identifying the main idea, the ability to infer is sometimes called a manipulative thinking skill. Whereas reading for literal meaning focuses on what is explicitly stated, the teacher often go beyond the explicitly stated or to work out what is implied in the text.

In post reading, the teacher should hope that they are still interested. Besides that, the teacher can check the results of the reading task by asking some questions also exploit the learners' experience in reading by further activities.

Good comprehension means recognizing and understanding general ideas and specific information and how the ideas and the information organized. While reading for general comprehension, is essential to understand and interpret the information appropriately. The main element in reading comprehension is the understanding. Due to, reading comprehension is a key in reading activity therefore the teacher should has the goals how to improve the students' reading ability in comprehending text (Andriana, 2012:17).

According to Bouchard (40-41:2005), GIST strategy is a comprehension strategy that is implemented in whilst reading. The steps of the strategy are explained as follows:

1. Prepare a transparency of a section of text or designates a portion of text to be read;
2. Typically, in a class of all native English speakers, the teacher and students read the section silently. For ELLs, it is more effective if the teacher read the passage aloud while the students follow along;
3. As a class, decide upon the "most important" words or concepts that are essential to understand that portion of the text by asking about the person, place, or thing. (The number of concepts and words may vary depending upon the length of the text.) The teacher can underline or highlight these words on the overhead. (It is helpful for students to have a copy of the text so they can underline also.)
4. Using as many of the "most important words and concepts" as possible, write a summary statement consisting of one or two sentences together with students. The sentence should offer the "gist" of the reading passage.
5. Repeat the procedure using subsequent sections of the text.

RESEARCH METHOD

The research design of this study was qualitative research which had natural setting as the direct source of data and the function of the researcher himself as the main instrument. The subjects of this study were the English teacher and students of eleventh grade in SMA Wachid Hasyim 2 Taman. There were three classifications of

classes in this school: intensive, special, and regular class. The researcher conducted the study in the eleventh grade of regular class in which there was a Language Class. There were 27 students that consist of 23 females and 4 males.

The setting of this study was in SMA Wachid Hasyim 2 Taman located at Jalan Raya Ngelom 86 Sepanjang, Taman, Sidoarjo. The researcher chose this school because the English teacher in this school had ever taught GIST strategy to comprehend analytical exposition text.

The data of the first objective were the teacher and students' activities in implementing GIST strategy. Then the sources of data were the teacher and students, while the data of the second objective were the result of students' reading task. Then the source of data was students' reading task.

According to Ary (2010:424), in qualitative research, the main instrument to collect the data was the researcher himself. For this study, the researcher needed other instruments. The instruments used in this study were interview guide line, class observation (checklist and fieldnotes), and students' reading task

In this study, the researcher used three steps in collecting data. They were explained as follows: Firstly, the researcher interviewed the English teacher before entering the class. Next was observation in the reading class. It was non participant observation in which the researcher was not involved in the process of teaching and learning (Narbuko and Abu, 2004:72). The researcher was equipped with the observation fieldnotes and checklist. The researcher gave a tick mark on the "Yes" or "No" column whenever the indicators came up. The last was collecting the result of students' reading task. It was used to check whether the teaching and learning process got success or not and also to know the students' comprehension. It means that after collecting the students' reading task, the researcher could analyze the students' comprehension after using GIST strategy.

There were three steps in analyzing the data in this research. Firstly, data which were collected through interviewing the teacher and classroom observation (fieldnotes and checklist) were analyzed qualitatively by using descriptive way. Those data would be analyzed descriptively based on the fact and interpretation of the researcher. Then the data obtained from the result of students' reading task would be analyzed by using the scoring criteria. It means that the researcher knew the students' comprehension by seeing the result of the students' work whether they could answer all questions correctly or not. Secondly, the researcher displayed the data. The data in this research took the form of narration of implementation of GIST strategy in reading analytical

exposition text. The data of the study taken from the interview, classroom observation (fieldnotes and checklist), and students' reading task were analyzed in descriptive way which were in accordance to the research questions. Then the researcher interpreted those data to draw conclusion. After finishing all steps, the interpretation of all data concluded into a conclusion. The conclusion was hoped to answer the problems.

RESULTS AND DISCUSSION

The researcher elaborated data that was attained during conducting research in the field. The data collected through interview with the teacher, classroom observation (fieldnotes and checklist), and the students' reading task. The data were elaborated separately based on the research questions.

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The researcher did class observation on three times; on November 21st, 22nd, and 29th, 2012. There were three sections in each meeting. They were pre, whilst, and post activity. During three meetings, the teacher always greeted the students and explained previous material.

In the first meeting, Teacher just explained the procedure of GIST strategy and students practice it in class. They used an analytical exposition text entitled "All Children Should Have to Play Sport". The text consists of five paragraphs. During implementation the strategy, the teacher always helped the students in translating the paragraph however students got difficulty in making sentence.

In the second meeting, the teacher asked students to work in group. There were six groups and each group had to make a sentence summary from one paragraph text used entitled "Learning English is Fun and Interesting". It consists of three paragraphs. They still got same difficulty on the meeting one. They were unable to make sentence yet. Their difficulty solved when teacher asked them to make Indonesian sentence first, then translate it. At the end of class, students were asked to answer reading comprehension questions about the text by the teacher.

In the last meeting, teacher repeated the explanation about the procedure in implementing GIST strategy. Teacher and students practiced the strategy together. To check students' comprehension, at the end of meeting, teacher gave some reading comprehension questions related to the text.

From the first up to the third meeting, the teacher always greeted the students friendly. The teacher also prepared the materials and the media before starting the lesson. The main thing was that the teacher had ability in controlling the class. The teacher could control the

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situation in the class well and gave clear explanation to the students so that they could understand.

From the data that was obtained from interview section, the teacher sometimes gave motivation to the students. Also, their language skills should be better than the other classes because they were in the language class. It was aimed to stimulate them to learn English hard. It was in line with Abbott (1981:93-101) that the teacher should create good positive attitude in the students' thought towards the lesson. It is also good for the teacher because if the students are motivated, it will be easy to control them. The students actively participate towards the activities that the teacher asks. Abbot (1981:93-101) also states that the teacher should be able to activate the students' background knowledge.

On the first meeting, the teacher asked some questions about what the analytical exposition is and what the generic structures of analytical text are. Then on the second observation the teacher reviewed the materials which had been learned on the previous meeting. This activity is in line with the teacher's answer in interview section that the teacher usually gave some questions related to the material or lesson that were going to be learned to the students. According to Nunan (2003:74-77), exploiting the students' background knowledge is one of the principals in teaching reading. On the first observation, to help the students for understand the text, the teacher would teach a strategy. According to Nunan (2003:74-77), the teacher should teach for comprehension and reading strategies. The teacher explained what the GIST strategy was and showed the procedure how to apply it to text. In the implementation of the strategy, the teacher asked the students to read the title first then asked them to guess or make prediction about the text that would be read. The teacher wanted to assure that the students were familiar with the text so that they could read it well. It was in line with Yule in Hariyanto (2009:8) that the past experiences or schemata were used to make sense of the text. Another explanation was also stated by Harmer in Songsiengchai (2010) that the readers or students read on the basis of what comes before and after reading.

The whilst-activity was almost the same in every meeting. On the first meeting, the students were asked to apply the strategy together by the teacher's guide. It was aimed to introduce the strategy to the students. Then on the second meeting, the students were asked to apply the strategy in groups. Sometimes, the teacher guided them in applying the strategy, such as finding the keyword; the teacher told the students that the keywords had crucial meaning to understand the paragraph. The teacher tried to make sure the students that they could apply the strategy in different situation. On the first meeting, all activities

were handled by the teacher then on the second meeting, they were asked to incorporate with their friends. It was done in order to avoid boredom.

When applying the strategy in groups, the students faced some difficulties in making sentences. It was in line with the teacher's statement in the interview section. The teacher said that the students still felt difficult in making the sentence. Actually, the purpose of the strategy was to infer or summarize the paragraph by making sentence. According to Abbott (1981:93-101), in the whilst-activity, the students were hoped to be able to identify the main idea and make summary that was called a manipulative thinking skill. The students' ability in making the summary was still low. They could not make a good sentence in English yet, but the ability in translating the text was good because they were actively opening the dictionary to find out the difficult words. So, the teacher gave a solution to them by asking them to make sentence into Indonesian language then translate it into English. The role of the teacher was important.

On the third meeting, the whilst-activity was the same as the first meeting. This was done because there were several students who still could not comprehend the text well. The teacher tried to guide the students again and gave them a text which was quite familiar to them. The teacher hoped that the material was easily comprehended so that the students could integrate the information with their prior knowledge. The purposes of reading were to integrate and find out some information from the text (Urquhart and Weir in Grabe, 2002:13). But, in this meeting, the teacher let the students work harder than on the previous meeting. Then the teacher gave them some questions related to the text. It was to know their reading comprehension after the implementation of GIST strategy.

From the data through observation, the eleventh graders of language class in SMA Wachid Hasyim 2 Taman could implement the GIST strategy however it was not optimum. During implementing GIST strategy, they still needed another strategy. That was translation. Generally, they could follow the teacher's instruction but they were not able to build a sentence from the keywords found and still needed to translate the sentence into Indonesian language. They should implement the GIST strategy without translating so that they could use the strategy effectively. The teacher should limit in using translating in teaching English while implementing GIST strategy or not and gave more attention toward students' competence in making sentence either simple sentence or complex one. The GIST strategy could still motivate the students and brought interest in the teaching and learning process despite the students needed translation strategy. It could be seen from students' response towards teacher's explanation. Also, the strategy made the students become

actively participate in learning activities whether in class or group.

Students' Comprehension after the Implementation of GIST Strategy

To know the students' comprehension after the implementation of GIST strategy, the teacher used reading task. It was given on the second and the third meeting. The teacher did not give any assignment on the first meeting because the teacher introduced the strategy then it took long time.

The researcher elaborated the data of students' reading comprehension after the implementation of GIST strategy by describing the result of the students' task. The reading task itself consists of several questions which ask about general idea, detailed information, and implied information. Then the result of the students' reading task would be presented separately based on those types of question.

In terms of scoring criteria of reading comprehension which has been set by the school, there were four criteria of point on each question. First, the point was 4 if the answer agrees with the question, then grammatically correct and uses appropriate vocabulary. Second, the point was 3 if the answer agrees with the question, then grammatically correct and uses inappropriate vocabulary. Third, the point was 2 if the answer agrees less with the question, then grammatically incorrect and uses inappropriate vocabulary. Fourth, the point was 1 if the answer does not agree with the question, then grammatically incorrect and uses inappropriate vocabulary.

In the first task, students answered ten reading comprehension questions. They were asking about general idea, implied information, and detailed information. Generally, the students got difficulty in answering general idea also they often rather used simple answer than complete answer.

In the second task which held on the third meeting, students were assigned to answer seven questions. The questions still related to the text that they have read. Also, they were about general idea, implied, and detailed information. In this task, the students got better score than previous task. Most of students could reach KKM score that was 77. However, they still used simple answer and sometimes they lack of language structure in making sentence.

The students' reading comprehension after the implementation of GIST strategy towards analytical exposition text was gained from the result of every exercise which the teacher gave on the second and third meeting. The teacher wanted her students to get better comprehension and also check their comprehension of the

reading task by asking some questions to exploit their experiences in reading (Abbott, 1981:93-101). Along with the result of students' reading task, the students could comprehend the text well. In this study, the researcher used scoring criteria from the English teacher. It was made by MGMP (Musyawarah Guru Mata Pelajaran) team of the school. The range score was from one to four.

From the first task to the second task, it was clear that the students had progress in their comprehension. Most of students could answer the questions correctly although there were several students who still got score under the KKM of English lesson. In doing the first task, the students implemented the strategy with their friends in group. Then the result was still far from the expectation. On the third meeting or before doing the second task, the teacher guided the students how to implement the strategy. The students could do the task better than the previous one. GIST strategy was needed to be applied as much as possible without translation because this strategy could be a skill that helped the students in understanding the text. Moreover, the teacher as the facilitator and a model in the class was so important in applying the strategy at the first time. As the second meeting, the teacher let the students apply the strategy by themselves. The result of their reading task was still bad. On the third meeting, the teacher tried to guide them again and their reading comprehension was better. Moreover, some students got score 100. It was assumed the students could comprehend the text when the teacher helped them to apply the strategy. From this point, it could be said that GIST strategy is an appropriate strategy in reading exposition text, analytical exposition. GIST strategy could help the students to comprehend analytical exposition text. The students had some progress in reading comprehension after the teacher taught the strategy although it was taught three times.

CONCLUSION AND SUGGESTION

The conclusion given is obtained from the results of the research. The two things are very important because the readers or the next researchers can easily get information about the results of this research. Moreover, both conclusion and suggestion hopefully will give benefit for the teacher and everyone who needs reference to conduct similar research.

Conclusion

After the teacher taught the strategy and the students applied it in reading analytical exposition text, the researcher concludes that the eleventh graders of SMA Wachid Hasyim 2 Taman still need translation strategy in implementing GIST strategy in comprehending analytical exposition text. The strategy can work effectively if the

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students do not use translation. Also, the role of the teacher is needed to control or guide the students to follow the procedure of the strategy so that they can implement the strategy well. The students face difficulties in making a sentence while applying the strategy because they do not often implement it during reading activity. Thus, they need more practice in applying the strategy without translation.

The students' ability in comprehending the text was quite good although their sentences were still bad structurally. It was proven from the result of students' reading tasks. They got good progress that starts from doing the first task until the second one. Their average score that they got was increased.

Suggestion

After getting the result about the implementation of GIST strategy to comprehend analytical exposition text, the researcher wants to give some suggestions as followed:

1. In teaching learning process, the teachers have responsibility to create a good atmosphere. Furthermore, the teachers should be able to motivate the students in order to encourage the students to actively participate. The teachers were hoped to help the students to be a good or independent learner, for example, by giving some strategies for mastering English skill. Also, the teacher should limit using translation in teaching English so that the students can read effectively.
2. The researcher hopes that this study could be a helpful reference for other researchers in doing another research related to reading strategy such as GIST strategy. Furthermore, GIST strategy can be implemented to another exposition text, such as hortatory exposition text.

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