TEACHING READING COMPREHENSION BY USING 3H (HERE, HIDDEN, AND IN MY HEAD) STRATEGY

Nina Angreni, Bambang Wijaya, Syarif Husin
English Language Education Study Programof FKIP Untan
Email: angrenina@rocketmail.com

Abstract: The purpose of this research is to find out the effectiveness of the use of 3H strategy (Here, Hidden, and in my Head) in teaching reading comprehension to the eighth grade students of SMP Negeri 2 Pontianak in academic year 2013/2014. This research was conducted as a quasi-experimental research with the non-equivalent control group design. The sample of this research were class VIIIB as the experimental class and class VIIID as the control class. The data were collected through pre-test and post test by using the essay test consisting of twenty items and were analyzed by using Effect Size (ES) formula. The finding shows that the effect of treatment is 1.53 (> 1.00) or categorized as strong effect. It indicates that the use of 3H strategy is effective in teaching reading comprehension.

Keywords: 3H strategy, reading comprehension

Abstrak: Penelitian ini bertjuan untuk mengetahui keefektifitan penggunaan strategi 3H (*Here, Hidden, and in my Head*) dalam pengajaran pemahaman membaca terhadap siswa kelas 8 SMP Negeri 2 Pontianak tahun ajaran 2013/2014. Penelitian ini dilakukan dengan menggunakan metode quasi-eksperimen dengan desain*non-equivalent control group*. Sampel penelitian ini terdiri dari kelas VIIIB sebagai kelas eksperimen dan kelas VIIID sebagai kelas kontrol. Data penelitian dikumpulkan melalui *pre-test* dan *post test* dengan menggunakan tes esai yang berjumlah dua puluh soal dan data tersebut dianalisa dengan menggunakan rumus ES (tingkat efektifitas). Hasil penelitian menunjukkan bahwa efek dari penggunaan strategi 3H adalah 1.53 (>1.00) atau dikategorikan memiliki efek yang kuat. Hal ini menandakan bahwa penggunaan strategi 3H efektif dalam pengajaran pemahaman membaca.

Kata kunci: strategi 3H, pemahaman membaca

Reading is not just a skill to recognize words, but it requires the ability of making sense or comprehending. Wooley (2011, p.15) defines reading comprehension as the process of making the text meaningful. He further explains that the aim of reading comprehension is to get the entire understanding about what it is presented in the text rather than to gain the meaning from the isolated

words or sentences. It means that to comprehend reading, we might not only understand word by word but also understand the meaning of the words which are linking together since the purpose of reading is to acquire ideas or information from the text. To accomplish the reading purpose, teaching reading is required.

Teaching reading makes a valuable contribution towards achieving students' reading comprehension. The aim of teaching reading is to facilitate students in understanding the meaning of the written text. In teaching reading, teacher should be able to engage students to be an active reader and facilitate them to enhance their abilities in reading. Furthermore,to create an effective teaching reading, Farrel (2009, p.8-11) mentioned some principles of teaching reading which need to be considered by teacher as the guidance: 1) Reflect on reading; 2) Teachfluency and comprehension; 3) Teaching reading strategies; 4) Teach text structures; 5) Teach vocabulary building; 6) Promote extensive reading; 7) Plan effective reading class; 8) Use authentic reading assessment. Besides considering the principles of teaching reading, teacher needs to consider the other aspects of teaching reading in order to support the students' learning including technique, strategy, material, and media. There are various techniques and strategies that can be applied by teacher in teaching reading including before, while, and after reading. There are also various reading materials which can be taught and media which equip the learning.

Based on KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006, the school based curriculum, the standard competence of reading in Junior High School is to understand the meaning of short functional text or essay.However, based on the observation that the researcher conducted in SMP Negeri 2 Pontianak, the researcher found that students often encountered a problem in comprehending the reading caused by the difficulty in understanding the literal and inferential meaning presented in the text particularly in answering comprehension questions about both meanings. . The comprehension of the meanings occurs at different levels of comprehension. Burns, Roe, and Ross cited in Laila (2009, p.15-27) categorizes the levels of comprehension into four levels: 1) Literal comprehension which refers to the process of grasping the information which is directly stated in the text; 2) Inferential or interpretative comprehension comprehension whichrefers to the process of obtaining ideas which is implied or not directly stated in the text andinvolves reading between the lines or making inferences. 3) Critical comprehensionwhichrefers to the process of evaluating and comparing the ideas found in the text with the known standards and drawing conclusions about the accuracy, appropriateness, and timelines; 4) Creative comprehensionwhichrefers to going beyond the material written by the writer. In This problem occured due to the fact that the teacher merely employed the conventional way of teaching reading or lack of various kinds of teaching technique or strategy. Teacher only asked the students to read the text from their text-books and then let them to listen to the explanation and after reading, teacher asked them to do the task by answering some questions related to the text

In line with the problem, researcher focuses on the strategy which is applied in answering questions and is effective to lead students to have a good comprehension that is 3H strategy (Here, Hidden, and in my Head) which is adapted from QARs strategy. It teaches students about how to answer the questions by differentiating the three types of question based on the answers that are required: in the text (Here), the combination of the information (Hidden), and in the learner's head (in my Head).Westwood (2001, p.61) stated that 3H strategy is aimed to teach the learners where they can find the answers of the questions. He further explained that an answer of aquestion can be either explicitly stated in the text (here on the page) implied in the text and can be deduced by using some information given on the text and integrates it with the learner's background knowledge or not stated on the page but in the learner's background knowledge (in the learner's head).

This strategy originated from the Raphael's question-answer relationship strategy (QARs) which taught students about the different types of question or the locations of the answer. Graham (1992) in her study about the use of 3H strategy in improving the comprehension of learning disabled and poor reader used the mnemonics 3Hs (Here, Hidden, and in my Head) to help students to remember the question-answer relationship terms. Moreover, she explained that the differences between 3Hs and QARs lied on the classification scheme, the instructional emphasis, and the training. 3H strategy modified the QARs' classification of the questions which consists of Right There, Think and Search, Author and You, On My Own questions into Here (text explicit), Hidden (text implicit), and in my Head (script implicit) question. Moreover, the instructional of 3H strategy emphasized more on the activation of prior knowledge and the appropriate use of information from text to answer the comprehension questions particularly inference questions. The training of 3H strategy was also modified from the more traditional QAR training (didactic training) into the self-instructional training. In the didactic training, teacher only teaches the students about the strategy through the explanation, while in self-instructional training, students are also taught about the self-questions designed to guide or monitor them in using the strategy. Moreover, 3H strategy is viewed as special strategy in reading comprehension for its features. Wong, Graham, Hoskyn, and Berman (2008, p.188) explained that 3H strategy has mnemonic and metacognitive features. This strategy does not simply direct students to look back in the text or read in a random way if they cannnot respond to the question after a passage. Instead, this strategy help them to read strategically. Then, this strategy also helps students to develop their thinking skill since they can learn the multiple sources of comprehension questions' answers. It means that they will also use their background knowledge in answering comprehension questions, not merely based on the text.

Furthermore, the general procedures of applying 3H strategy used by Graham in her study are as follows: 1)Teacher taught the 3H strategy to unpack what the students already know about their reading. To do so, students used their head first by asking themselves questions including before, while, and

afterreading; 2) Teacher read aloud the text to the students while the students followed along the text. Then, they underlined or noted any aspects of the content or the vocabulary that they did not understand; 3) Students then wrote a question that they thought the teacher would ask on the bottom of the text; 4) Teacher distributed the questions to the students; 5)Teacher started to train the students about the 3H strategy by involving them in a discussion about how to identify the three types of questions based on where the answer can be found. Teacher also demonstrated the use of self questioning which can be used by students to guide them in using the strategy;5) Teacher gave the exercises to the students by asking them to label the questions and write the answer. In accordance with it, Westwood (2008, p.47) provides some steps in applying this strategy: 1) Teacher asks question related to the text; 2) Teacher demonstrates how to find the answer for 'here' question by locating relevant information on the passage; 3) Students practice applying this step with teacher's guidance and feedback; 4) Teacher demonstrates how to find the answer for 'hidden' question by using the information on the passage to infer or predict the possible answer; 5) Students practice applying the first and second step with teacher's guidance and feedback; 6) Teacher demonstrates how to find the answer for 'in my head' question by using the information which is not stated in the text or outside the text, for instance from students' background knowledge; 7) Teacher reviews the strategy over the following lessons and uses it for the variety of text types

In conclusion, it was hoped that by using the 3H strategy (Here, Hidden, and in my Head), students can answer the comprehension questions more easily or minimize their mistakes. This strategy helps studentsto gain a better understanding about the explicit and implicit ideas contained in the text through different comprehension levels. It also helps themto understand some types of the question and find the locations of the answer. They can become more skillful in figuring out the answer in the text or creating the answer by their own. In addition, this strategy can encourage students to monitor their own understanding about the reading.Those benefits can lead them to get a better result in a reading test and certainly have a better reading comprehension. Therefore, in order to know the effectiveness of the 3H strategy, researcher conducts the Quasi-Experimental study on the second year students of SMP Negeri 2 Pontianak.

METHOD

In order to know whether the use of 3H strategy is effective in teaching reading comprehension, the researcher decided to conduct the quasi-experimental studysince it was employed to see the effect of the treatment on the group. Muijs (2004, p.18) explains that the quasi experimental study is conducted by dividing the subjects into two groups: experimental and control group. This study is employed with the non-equivalent control group in which researcher studies on and compares both experimental and control group without administers the randomization. Both groups will receive the pre-test and post test, but the control group will not receive the treatment (Creswell, 2009, p.160).

The design of this research is represented as follows:

Table 1

The design of quasi experimental study (non-equivalent control group)

Experimental	O_1	x	O_2
Control	O_1	O_2	

The table above shows that O_1 represents the pre-test while O_2 represents the post-test which administered to both experimental and control class . X represents the treatment that is the use of 3H strategy which was given only for the experimental class. In this research, the treatment was given three times in order to minimize the bias occured by chance. For the control class, researcher gave the students the conventional way of teaching. Therefore, the steps of conducting the research were: 1) Defining the population 2) Taking the sample 3) Administering the pre-test 4) Giving the treatment 5) Administering the post-test 6) Organizing and analyzing the data

Gray (2004, p.81) states "Population is defined as the total number of possible units or elements that are included in the study". The population of this research is the eighth grade students of SMP Negeri 2 Pontianak in Academic Year 2013/2014. The total number of population is 243 students.

According Bordens and Abbot (2008, p.163), a sample can be defined as a small subgroup taken from the population. In this research, researcher used the cluster sampling technique in taking the sample. Gray (2004, p.395) defines "cluster sampling is a sampling strategy involving successive sampling of unitsor clusters, progressing from larger units to smaller ones." The entire population of this research consists of seven classes as the collection of the clusters and reseracher chose randomly two classes or two clusters from that population as the sample: class VIIIBas experimental group while class VIIID as the control group.

In this research, the researcher used the measurement technique by administering pre-test and post-test on both experimental and control groups. The pre-test was administered to the students before implementing the strategy to know the students' abillity in comprehending the reading. After giving the treatment or implementing the strategy, the post-test was administered to see the effect of the strategy towards the students' ability in comprehending the reading.

In this research, the researcher used the written test to gather the data. The researcher asked students to answer the comprehension questions based on the text provided. The form of test is essay test which consists of twenty items.

Concerning to the reserach problem which is formulated to find out the effectiveness of the treatment, researcher uses the effect size formula.

$$d = \frac{MD_e - MD_c}{Sp}$$ (Beins & McCarthy, 2012, p.186)

The qualification of the effectiveness is shown in the following table:

Table 2

The qualification of the effectiveness

Effect size	Qualification
0 – 0.20	Weak effect
0.20 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
> 1.00	Strong effect

(Cohen cited in Muijs, 2004, p.139)

In the effect size formula, the formulas to compute the mean difference score (MD) of each group and the pooled standard deviation (Sp) are needed. First, to compute the mean difference of each group which symbolized by MDe (mean difference of experimental group) and MDc (mean difference of control group), the researcher subtracts the mean score of post test (M_2) with the mean score of pre test (M_1) as shown in the following formula:

$$MD = M_2 - M_1$$

To compute the mean score (M) for both pre test and post test of each group in above formula, the researcher divides the sum of students' individual score ($\sum X$) with the number of students (N). The students' individual score is obtained from the total score of correct item of the test (each item correct is scored 5). Therefore, the formula applied is as follows:

$$M = \frac{\sum X}{N}$$ (Kubiszyn & Borich, 2003, p.251)

Second, to compute the pooled standard deviation (Sp), the researcher sums up the standard deviation of experimental group (Se) with the standard deviation of control group (Sc) and then divided by two as shown in the following formula:

$$Sp = \frac{Se + Sc}{2}$$ (Muijs, 2004, p.136)

In order to compute the standard deviation (S) for each group in above formula, the researcher applies the following formula:

$$S = \sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N-1}}\text{(Ary et al., 2010, p.177)}$$

In the above formula, the total sum of interval score ($\sum$D) is obtained by subtracting the sum of the students' scoreof post-test with the sum of students' score of pre test

FINDINGS AND DISCUSSION

Findings

After conducting a research in teaching reading comprehension by using 3H strategy to the eighth grade students of SMP Negeri 2 Pontianak in academic year 2013/2014, the researcher obtained the substantial data for the sake of research findings and hypothesis testing. Then, to answer the research problem, the researcher analyzed the data by using effect size formula and the result of the computation is as follows:

$$d = \frac{17.5 - 9.02}{5.55}$$

$$= \frac{8.48}{5.55}$$

$$= 1.53$$

Before computing the effect size as shown in the above formula, researcher computes the mean difference (MD) of each group (used as the numerator in above computation) and the pooled standard deviation.

First, the computation of the MD of each group is shown in the following table:

Table 3

The computation of the MD

Group	Post-test Score (M₂)	Pre-test Score (M₁)	Mean Difference (MD)
Experimental	78.34	60.84	17.5
Control	70.18	61.16	9.02

Based on the table above, to compute the MD of each group which symbolized by MDe (mean difference of experimental group) and MDc (mean difference of control group), the researcher subtracts the mean score of post test (M_2) with the mean score of pre test (M_1).

Second, the computation of the pooled standard deviation is as follows:

$$Sp = \frac{Se + Sc}{2}$$

$$= \frac{6.49 + 4.62}{2}$$

$$= \frac{11.11}{2}$$

$$= 5.55$$

To compute the pooled standard deviation, the computation of each group is needed. The computation of the standard deviation of experimental group (Se) is as follows:

$$Se = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}}$$

$$Se = \sqrt{\frac{11106 - \frac{(560)^2}{32}}{32 - 1}}$$

$$Se = \sqrt{\frac{11106 - \frac{313600}{32}}{31}}$$

$$Se = \sqrt{\frac{11106 - 9800}{31}}$$

$$Se = \sqrt{\frac{1306}{31}}$$

$$Se = \sqrt{42.13}$$

$$Se = 6.49$$

Then, the computation of the standard deviation of control group (Sc) is as follow:

$$Sc = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}$$

$$Sc = \sqrt{\frac{3273 - \frac{(289)^2}{32}}{32-1}}$$

$$Sc = \sqrt{\frac{3273 - \frac{83521}{32}}{31}}$$

$$Sc = \sqrt{\frac{3273 - 2610}{31}}$$

$$Sc = \sqrt{\frac{663}{31}}$$

$$Sc = \sqrt{21.38}$$

$$Sc = 4.62$$

The computation of the total sum of interval score ($\sum$D) in the standard deviation computation is shown in the following table:

Table 4

The computation of the total sum of interval score ($\sum$D)

Group	($\sum X_2$)	($\sum X_1$)	($\sum D$)	($\sum D$)^2
Experimental	2507	1947	560	11106
Control	2246	1957	289	3273

Based on the table above, the total sum of interval score ($\sum$D) is obtained by subtracting the total sum of the students' scoreof post-test ($\sum X_2$) with the total sum of students' score of pre test ($\sum X_1$).

Discussion

In this research, first, the researcher administered the pre-test on both classes: experimental and control. The pre-test for the experimental group was given on Tuesday, April 29, 2014 while for the control group it was given on Wednesday, March 30, 2014. The result showed that the mean score of experimental class was 60.84 or categorized as 'below KKM' while the mean score of the control group was 61.16 and also categorized as 'below KKM'.

After analyzing the result of the pre-test, the researcher gave different treatments for both classes. For the experimental class, the treatment was teaching reading comprehension by using 3H strategy while for the control group the treatment was teaching reading comprehension through the conventional way of teaching or without using 3H strategy. The treatment was given three times (in three meetings) for each class and the time allocation for each meeting is 2 x 40 minutes. In each meeting for both classes, researcher used three different types of text: narrative text, recount text, and short functional text (personal letter).

The first meeting for the experimental class was on Friday, May 2, 2014. The procedures of applying the 3H strategy were adapted from the procedures applied by Graham and are combined with the procedures explained by Westwood. Originally, this strategy was applied for the learning disabled and poor reader students whose first language is English while in this research, the students were not differentiated based on the reading level since they learn English as foreign language so they were considerably difficult to read in foreign language. Referring to those explanations, the researcher tried to modify the procedures without eliminating the essence of the strategy. First, the researcher modified the arrangement of the procedures in which the researcher demonstrated how to differentiate or find the answer for the three types of question all at once, then let the students practice using the strategy and the self questioning, and last gave the students individual exercises. Second, the students practiced the strategy through a simpler discussion than in the previous research to make it easier to be practiced by student. Third, the researcher inserted the use of self questioning in the discussion by only modeling them without asking students to first state it overtly, then in whispered, and last as covert dialogue as in previous research. Fourth, the researcher provided simpler text to be read and used the variety of text types which were being learnt in second semester of the eighth grade. Therefore, the procedures applied in the classroom were firstly,the researcher distributed the copy of the text. The title was "A farmer with His Three Sons". Secondly, she explored what the students know about the reading by teaching them to ask themselves *"What do I know about the reading?"*(students are required to use 'head' first).Thirdly, she read aloud the text to the students and found what the students did not know about the reading. Then, together with the students, she discussed about any aspects of the content or vocabulary that they did not understand. Fourthly, she explained the material involving definition, generic structure, and language features of the text. Fifthly, she distributed some questions related to the text and introduces them about the 3H strategy by demonstrating and thinking aloud how to find the answer for each type of question; for instance: "*First, we will learn about the here question. The answer of this question clearly stated in the text and presented in one sentence. You only need to refer back to the text and find the answer directly. You should read the text carefully and find the specific information or recall the details from the text, for instance about person, date, time, and location*." Sixthly, she underlined the use of self- questioning which can be used by students to monitor their own reading, for instance: before reading ('What do I know?'), during reading ('What

don't I understand?'), and after reading ('What do I need to find out?'). In addition, in answering comprehension questions after reading, students can use these following self-questions: ('How will I answer this?', 'Where is the answer to this question found?', and 'Is my answer correct?'). Seventhly, students practiced the use of 3H strategy and self-questioning through the discussion with the teacher's guidance and feedback until the last question. The last was students did the exercise by answering the questions related to the other text given. During the first meeting, the researcher found that the students wondered about the strategy since it was the first time they were taught about this strategy. However, at first, they still confused about the different types of question especially the hidden and in my head questions. Also, when practicing the use of the strategy, not all the students participate actively in the discussion since they were rather ashamed and they also tend to speak in Indonesian when sharing their feelings or opinions while analyzing and responding some types of question and answer the teacher's questions. The second meeting was on Friday, May 9, 2014. The researcher taught this strategy with almost similar procedures as in the first meeting. In this meeting, reseacher did not introduce the strategy and the self-questioning, but only reviewed what she had explained in the first treatment. During this meeting, students started to be familiar with the strategy used and they participate in the discussion better than in the previous meeting despite the fact that still not all the students participate actively. Then, the third meeting was on Tuesday, May 13, 2014 with the similar procedures as the second treatment. During this meeting, the students had a better understanding about what the strategy is about and how the steps of this strategy are applied. Then, there are more students who participate actively in the discussion since the students be more condifident than in the previous meetings.

For the control group, the first meeting was on Saturday, May 3, 2014. The procedures were firstly the researcher asked some questions related to the material that would be learnt, for instance: *'Do you like reading a story?'* and *'What kind of story do you like?'*. Secondly, she distributed the reading the text and asked the students to read it. Then, she explained the material involving the definition, generic structures, and language features of the text. Then, she raised some questions related to the text and assigned the students to answer. Last was the students did the exercise by answering the questions related to the other text given. The second meeting was on Saturday, May 10th 2014. Teacher taught the reading with the similar procedure as in the first treatment. Then, the third treatment was given on Wednesday, May 14th 2014 with the similar procedures as in the first and second treatment. During the meetings, the teaching and learning process take place monotonously so that the students seemed not enthusiastic in attending the subject. The students also had less chance to speak and have difficulties while understanding the text and answering the questions.

The last, the researcher gave the post-test on both classes. For the experimental class the post test was given on Friday, May 16th, 2014 and for the control class was given on Saturday, May 17th, 2014. The result showed that the mean score of post test of experimental class is higher than of the control class.

The mean score of experimental class was 78.34 or categorized as above KKM while the mean score of control class was 70.18 or categorized as below KKM. Besides that, the mean difference score of experimental class was 17.5 while the mean difference score of control class was 9.02. Then, the researcher computed the effect size and the result was 1.53 or > 1.00 and it categorized as 'strong effect'. From the result, the researcher concludes that the use of 3H strategy is effective in teaching reading comprehension to the eighth grade students of SMP Negeri 2 Pontianak

CONCLUSIONS ANDSUGGESTIONS

Conclusions

Referring to the research findings, the researcher drawn the following conclusions: 1) The use of 3H strategy is effective in teaching reading comprehension to the eighth grade students of SMP Negeri 2 Pontianak since the effect size is 1.53 (> 1.00) or the treatment has "strong effect" 2) There is a different significance between teaching reading comprehension by using 3H strategy and by using the conventional way of teaching. It was shown by the students' mean difference and post test mean score of experimental class which is higher than in control class 3) Through the 3H strategy, the students learnt the multiple sources of comprehension questions' answer better or they can activate their background knowledge to answer the questions, not merely based on the text 4) Through the 3H strategy, the students also learnt to distinguish and understand the meanings presented in the text through different levels of comprehension involving: literal, inferential, critical, and creative comprehension 5) Through the 3H strategy, the students learnt to monitor their own comprehension by using the self-questioning 6) Through the dialoguing applied in the classroom when the students practice using the strategy, students have chance to speak and participate actively in analyzing and responding some types of question.

Suggestions

Referring to the research findings and conclusions, the researcher recommended the following suggestions: 1) 3H strategy can be an alternative strategy for teacher to teach the students 2) In using the strategy, the teacher is recommended to use the simple text to be taught in order to have students to understand it easier 3) During teaching the strategy, the teacher should provide the clear and simple instruction spoken in English 4) In applying this strategy, the teacher should control the students' activity and manage the class situation and the time used effectively and engage students to participate actively since not all students share their opinions while analyzing and responding some types of question 5) The teacher should also encourage students to speak in English while dialoguing since students tend to speak in Indonesian 6) The teacher should explain more clearly about the 'hidden' and in my head' question to the students or provide them with more examples 7) Besides asking students to answer the three types of question,

the teacher can ask students to write the example of the three types of question by themselves 8) The teacher is recommended to apply this strategy to different levels of student and use the more variety of text types or toteach other language skill, for instance listening comprehension 9) The teacher can also apply this strategy along with another technique or activity; by adding the media or the visual aids 10) The teacher should give the students chance to share their feelings and/ or difficulties about classroom activities as inputs for teacher 11) This strategy also promotes teacher to provide students more challenging questions after reading instead of over-using the literal questions 12) The teacher is possible to modify the procedures applied by the researcher in teaching the strategy 13) The other researcher can study on the use of this strategy with different focus or area of research

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