



## THE IMPLEMENTATION OF PREVIEW, ASK QUESTIONS, READ, AND SUMMARIZE STRATEGY IN READING CLASS: AN ACTION RESEARCH STUDY

*(Penerapan Strategi Preview, Ask Questions, Read, and Summarize di Pelajaran Membaca: An Action Research)*

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### Abstract

*This research aimed to improve students' reading ability using the PAQRS strategy. This research applied a classroom action research (CAR) design conducted in two cycles consisting of four stages: planning, action, observation, and reflection. Each cycle consists of four meetings. The researcher conducted tests, interviews, and observations in collecting the data. The data is presented quantitatively as the primary and supporting data. The study's findings showed that 18.91% of students achieved the minimum completeness criteria, and the average score was 67.35 in the first cycle test. While 81.08% of students achieved the minimum completeness criteria, the average score was 76.72 in the second cycle test. The result of the research indicated that students' achievement is an increase from cycle 1 to cycle 2. This study concludes that the PAQRS strategy can successfully improve students' reading skills.*

**Keywords:** Reading Ability, PAQRS Strategy, Classroom Action Research

### Abstrak

*Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa dengan menggunakan strategi PAQRS. Penelitian ini menggunakan desain penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus yang terdiri dari empat tahap yaitu perencanaan, tindakan, observasi dan refleksi. Setiap siklus terdiri dari empat pertemuan. Dalam pengumpulan data, peneliti melakukan tes, wawancara, dan observasi. Data disajikan secara kuantitatif sebagai data primer dan kuantitatif sebagai data pendukung. Hasil penelitian menunjukkan bahwa pada tes siklus I terdapat 18,91% siswa yang mencapai KKM dan nilai rata-rata 67,35. Sedangkan pada tes siklus II terdapat 81,08% siswa yang mencapai KKM dan nilai rata-rata 76,72. Hasil penelitian menunjukkan bahwa prestasi belajar siswa meningkat dari siklus 1 ke siklus 2. Kesimpulan penelitian ini adalah strategi PAQRS berhasil meningkatkan kemampuan membaca siswa.*

**Kata Kunci:** Kemampuan Membaca, Strategi PAQRS, Penelitian Tindakan Kelas

## INTRODUCTION

Reading is one of the problematic skills in English because it needs hard work from the eyes and brain. According to Zwierz (2004), the purpose of reading is to construct the

meaning of a text. On the other hand, reading is how the reader comprehends the meaning of the text. Reading is considered very valuable in the context of foreign language learning because it obtains the

input language as Mikulechy (2011) pointed out that reading is one of the fundamental ways to improve the students' general language skills in English and help students to obtain their vocabulary, increase reading speed, critical thinking and expend students' knowledge.

Based on curriculum 2013, the teaching of reading is part of the English subject where the aims of teaching reading to gain students comprehend in reading. However, reading is a challenging task for Indonesian students. The objective of teaching reading is to help students comprehend the meaning of the text to produce the main idea and get the purpose of the text.

The guideline of KTSP states that the standard competence of the Senior High School of reading is that students should understand to identify the main point of the paragraph, get the specific information, know the function of the text inference and understand the meaning of the word.

Based on reality, on the examination item, those contents are text. It means that if students did not understand the meaning of the text students would be challenging to finish the examination. When students did not understand the text, they would be missing the communication. On the other hand, comprehending the text is necessary for students. Students' comprehension is too low. It means that the purpose of teaching reading is not achieved yet. On the other hand, the student has the low motivation and a bad habit of reading, especially in Indonesia. According to UNESCO research in 2006, Indonesia's reading interest is at the lowest position at the Asian Educational Achievement.

To solve the students' problem,' a teacher should use an interesting method while learning because the method can cause students to have the low ability. Most Indonesian schools use lecture teaching to instruct students, which has been popular for many years (Rosmayanti & Yahrif, 2019). According to McIntosh (1996), lecturing is typically a one-way process without debate, questioning, or direct practice, making it a poor teaching style. To improve students' ability in reading, there is a specific method as the alternative way to learn reading. Kung (2019) suggested that teachers raise students' reading strategy awareness by encouraging them to utilize effective reading strategies. In addition, Readers are required to employ different skills and knowledge while reading, which aid them in obtaining text-related information, such as selecting critical information and main ideas, collecting, organizing, and summarizing information, and correcting comprehension breakdowns (Habók & Magyar, 2019).

PAQRS strategy is one of the alternative ways to solve students' problems in reading. For that reason, the researcher conducted classroom action research to improve students' reading skills through Preview, Ask Questions, Read, and Summarize (PAQRS) Strategy. The research question of this study is "How is the improvement of students' reading skill by implementing Preview, Ask, Question, Read and Summarize strategy?"

## LITERATURE REVIEW

Reading is finding the meaning of words and symbols in the text. Moreillon (2007) states that reading creates meaning from printed and visual information media. Reutzel et al. (2005) defined reading as a

process of building comprehension of written essence (text). Reading is understanding, using, evaluating, reflecting on, and engaging with texts to achieve one's goals, develop one's knowledge and potential, and participate in society (OECD, 2018). In conclusion, reading can be defined as the process of getting to know a few words and integrating them into words into sentences and reading structures. It is the communication process between the reader and the author with the language of writing. Therefore, reading can make the essence of the reading. However, reading is not a simple way. It needs work hard from the eyes and brain to comprehend the text.

From the theories above, it can be concluded that reading is a process to comprehend the text to find the general meaning. Read because by reading it can obtain our knowledge. Reading is an active process that requires an excellent idea f practice and skill. In reading, there is an interaction between the reader and the text. In this process, the meanings are conveyed by the writer and the reader are not still the same, which may be different from the other reader reading in the exact text.

#### a. Micro-and macro-skills of reading

Reading has micro and macro skills that someone has to acquire. In reading, someone does many skills to make his reading effective. Brown & Douglas (2004) writes micro and macro skills for reading as presented in the following table

**Table. 1** Micro skill and macro skills of reading

Micro Skills	Macro Skills
<ul style="list-style-type: none"> <li>- Discriminate among the distinctive graphemes and orthographic patterns of English.</li> <li>- Retain chunks of the language of different lengths in short-term memory.</li> <li>- Process writing at an efficient rate of speed to suit the purpose.</li> <li>- Recognize a core of words, and interpret word order patterns and significances.</li> <li>- Recognize grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize the rhetorical forms of written discourse and their significance for interpretation.</li> <li>- Recognize the communicative functions of written texts according to form and purpose.</li> <li>- Infer context that is not explicit by using background knowledge.</li> <li>- From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.</li> <li>- Distinguish between literal and implied meanings.</li> </ul>

<ul style="list-style-type: none"> <li>- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.</li> </ul>	<ul style="list-style-type: none"> <li>- Detect culturally specific references and interpret them in the context of the appropriate cultural schemata.</li> <li>- Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret texts.</li> </ul>
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Those micro and macro-skills proposed by Brown are useful and helpful for students reading specific texts. If our students can implement the micro and macro skills in reading, their reading will be compelling. Therefore, based on those macro skills and micro-skills determined, the reading techniques and the reading activities should include those reading macro skills and micro-skills. It aims at helping students comprehend the texts effectively and making them easier to deal with various kinds of texts.

#### b. Types of Reading

People read for many purposes, and they must have different purposes when they read something. Because reading purposes are different, there must be some types of reading. Brown & Douglas (2004) writes some types of reading as follows:

- Perceptive  
Perceptive reading tasks involve attending to the components of more enormous stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.
- Selective  
To ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of lexical, grammatical, or discourse features of language within a very short stretch of language, specific typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. a combination of bottom-up and top-down processing may be used.
- Interactive  
Reading is a process of negotiating to mean: the reader brings to the text a set of schemata for understanding it, and taking is the product of that interaction. Top-down processing is typical of such tasks, although some instances of bottom-up may be necessary.
- Extensive  
Extensive reading applies to texts of more than a page, including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

Because there are many types of reading, it will be good if the teacher can vary the reading purposes in the classroom,

it can also prevent students from the boredom of reading the same thing all the time. In varying reading texts, a teacher must work harder in searching and choosing appropriate texts for students. Giving students texts close to their age and hobbies is good to enhance their interest in reading.

c. The purpose of reading

The purpose of reading, according to Grabe & Stoller (2013), has been classified into four purposes, they are:

1. Reading to search for simple information.
2. Its common reading ability, here the readers try to find and scan the specific information. Meanwhile, reading to skim basic reading comprehension and get the critical point of the text.
3. Reading to learn from text
4. It happens in an academic and professional context, and it also requires remembering the main idea and supporting the idea, making a relation with the reader. This activity could bring a more robust inference to remember information.
5. Reading to integrate information, write, and critique text
6. This skill needs more evaluation where the reader decides the information they want. Then it involves the reader abilities such as composing, selecting, and making critiques and inferences from the material.
7. Reading for general comprehension
8. It can be done by fluent reader very fast and automatically in the processing word, and effective coordination in many text processes.

d. The Teaching of Reading

Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, no reading takes place (Andrew & Johnson, 2008). Someone reads something to gain information. It is rare to find someone read something, but they do not search for some information. Then, when someone reads something, they must get something from what they read. Although probably, they do not read the text carefully, they must know what the text is about. Reading helps someone to create meaning or information.

Reading is a constantly developing skill. Like any skill, we get better at reading by practicing, and conversely, if we do not practice, we will not get better, and our skills may deteriorate (Andrew & Johnson, 2008). A 5-years-old child has not read yet, but if his parents train him to read, he must be able to read. The first time he learned to read, he might find some difficulties. He cannot be directly able to read fast and accurately. However, when he grows older, when he reads many texts, he will read accurately. An adult also has to practice reading, and if he rarely practices reading, he will find difficulties comprehending the texts. Besides, if he rarely practices reading, it means he lacks knowledge and it may make his thinking skill is low.

Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of the reading (Andrew & Johnson, 2008). The more texts someone reads, the more knowledge he gets. Probably, when someone reads a text, there are some things that he cannot understand. Then, when he reads other texts related to the texts he had read

before, he will gain some new information that will make him understand more about a certain topic. Besides, in reading, readers do not have to agree with all the writer says. The readers have the right to agree or disagree with the writer's opinions.

#### e. PAQRS

To apply the method in the classroom, the teacher should know exactly what to do. Wormeli (2005) said that the PAQRS method stands for five steps:

1. Preview The teacher will lead the students to identify the main parts of the text. The students could stimulate the prior knowledge before they read the text by considering the text title of the text given. This step is usually done by reading the title or headline.
2. Ask the students to skim before they read the whole of the text, then the students are asked to write a question about what they have been reviewed, then the students read the whole of the text and summarize the text.
3. Questioning. The students could construct their creative minds by making questions based on the text.
4. Reading. The teacher will give the material (a text) to students. The students can find difficult or new vocabulary in the text while reading by making notes or marks.
5. Summarizing state after that the teacher asks the students to summarize by getting or writing important points. They can summarize paragraph by paragraph.

#### f. The Advantages of PAQRS Strategy

There are some advantages and disadvantages of using PQRST strategy in teaching reading comprehension. The advantages of PAQRS strategy:

1. The PAQRS strategy helps to enhance students' comprehension of a text. It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyze the whole of the text
2. The benefits of the questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create curiosity toward the text. This motivates the students to read. It made the students find the information details easily. It also made them focus on the aspects that they should find in the text
3. It helped engage students actively and meaningfully in their reading. The students will be actively involved in comprehending the text.
4. This strategy made the students well-planned in reading in the text. It made the reading process more effective to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point.

### RESEARCH METHOD

This research was conducted by using Classroom Action Research (CAR) design. The Classroom Action Research analyzes and evaluates new facts that are happening

**THE IMPLEMENTATION OF PREVIEW, ASK QUESTIONS, READ, AND SUMMARIZE STRATEGY IN READING  
CLASS: AN ACTION RESEARCH STUDY**  
(Vivit Rosmayanti, Hasnani, Monalisa)

in the class. According to Kemmis & McTaggart (1998) there are some benefits of classroom action research: (1) thinking critically about what happens in the classroom. (2) Implementing the action to improvements to be possible. (3) Monitoring and evaluating while doing the action to show the improvements. (4) Implementing the flexible approach to the school in the classroom through action.

No	Problems	Note
1	The students had bad habits in reading	S
2	The students easily got bored during English class activities	S
3	The students' vocabulary mastery was low	S
4	The teacher dominated the whole session of the lesson and give little chance for the students in expressing ideas	T
5	The students did not aware to express their idea	S
6	The method was monotonous	M
7	Their teacher only focus in testing students' skill to answer the question	T
8	The teacher did not give feedback to the students' work	T
9	The teacher did not use any media to stimulate students to study.	T

In this research, the four phases were conducted in each cycle, namely: (1) Planning, (2) Action, (3) Observation, (4) Reflection. The researcher would start by

doing cycle 1. In cycle 1 the students' score doesn't increase then the researcher continued to the next cycle by renewing the purpose of steps to solve the problem. The new cycle would improve the teaching decision. If the new cycle was planned and it improves students' ability in reading, the cycle was stopped. If it does not, the next cycle was continuing until the result was reached. The subjects of this study were 37 students in XI (IPS 1) where 18 were females and 19 were males. The instruments used in this research were observation checklist, interview guide, pretest, posttest, documentation. The data collected then analyzed quantitatively and qualitatively.

## FINDINGS AND DISCUSSIONS

Before conducting the auction, the researcher observed and identified the students' problems at class XI IPS 1 of SMA Negeri 19 Makassar in the academic year of 2020/2021. Therefore the researcher continued the observation by interviewing some students of class XI IPS 1 and their English teacher.

### 1. Identification of Problem

Based on the observation at class XI IPS 1 Of SMA Negeri 19 Makassar in the academic year 2020/2021, the researcher found many problems related to the students' reading skills. Those problems are shown in the table below.

**Table 2.** The Problem Related To The Teaching reading

**NB: S: Students  
Teacher**

**T:  
M: Method**

Based on the problem found, the researcher decided to change the teaching and learning technique that hope would improve the students' reading skills at class XI IPS 1 of SMA Negeri 19 Makassar. The actions that the researcher planed are:

**Table 3.** The Action Related to The Problem

No	Action	The relation between the problems and actions
1	Warming up	<ul style="list-style-type: none"> <li>▪ The students were less motivated to study</li> <li>▪ The teacher teaching method was monotonous</li> </ul>
2	Teaching vocabulary	<ul style="list-style-type: none"> <li>▪ The students' vocabulary was low</li> </ul>
3	Applying Preview, Ask a question, Read and Summarize ( PAQRS ) Method	<ul style="list-style-type: none"> <li>▪ The students easily got bored during English class activities</li> <li>▪ The teacher did not use any</li> </ul>

		<p>media to stimulate students to study</p> <ul style="list-style-type: none"> <li>▪ The teacher dominated the whole session of the lesson and only give little change for students in expressing ideas.</li> </ul>
4	Giving Feedback	<ul style="list-style-type: none"> <li>▪ The teacher did not give feedback to the students' work</li> </ul>

The implementation of Preview, Ask a question, Read and Summarize ( PAQRS ) Method to improve students' reading skill was conducted in two cycles. In every cycle, there are four meetings; three meetings for teaching material and one meeting for the test at the end of every cycle to measure the students' progress. This research was conducted one month from August to September 2021.

Base on the result of the test in cycle one, the searcher concluded that teaching reading through PAQRS Strategy was improved. The improvement was considered not significant since most of the students did



not pass the maximum grade. While the researcher interviewed some students via WhatsApp to know their obstacles in the first cycle. It can be seen in the following transcript interview:

"In your opinion how learning English use PAQRS Strategy? It is easy to understand ?  
**S1:** *Yes ma'am*  
**S2:** *yes ma'am, I like study like that because easy to understood and I also interest with the strategy ma'am."*  
 10<sup>th</sup> August 2021

The researcher asked the students that "is this Strategy can help your reading skill or not?" The students said that "it helped because they could study alone and easy to understand.

Based on the students' responses, the researcher found that they were still not enthusiastic in the learning process and they did not have many chances to ask and give their opinion about the material. As the result, the students' reading skill through PAQRS Strategy had not satisfied yet and the researcher continued her research into the cycle 2.

### **1. Cycle II**

This activity was done on Thursday, 17<sup>th</sup> August 2021. Based on the result of cycle 1, it was not satisfied. The researcher continued to use the PAQRS Strategy. The teacher got the data from the test of cycle II and analyzed the data of pre-test and post-test based on rubric reading in a lesson plan. When the students can reach the standard competence it means that the students are succeed. In this cycle there are 81,8% of students that can pass the passing grade, so

implemented PAQRS strategy in cycle II was succeed.

**Table 4.** Result of pre-test, post-test cycle 1, and Cycle 2

No	Initial of Students	Pre test	Posttest I	Posttest II
1.	A	75	78	90
2.	AIM	60	66	88
3.	AIF	60	67	82
4.	AH	55	76	80
5.	DNAY	50	72	80
6.	FM	65	77	88
7.	FP	55	60	80
8.	GS	55	60	85
9.	IC	50	60	89
10.	MAM	50	75	90
11.	MNFI	40	65	65
12.	MIS	55	65	82
13.	MTIW	50	60	60
14.	MF	55	77	85
15.	MF	60	65	65
16.	MSM	60	78	85
17.	MS	60	65	80
18.	NA	60	75	90
19.	NRAR	55	65	65
20.	PESP	50	62	90
21.	RR	60	76	85
22.	RA	60	65	85
23.	RAS	55	65	86
24.	SL	40	66	80

25.	SAH	50	66	85
26.	NF	60	66	80
27.	SAHQ	60	65	85
28.	TT	60	66	88
29.	UY	55	65	87
30.	UFIS	60	70	80
31.	YR	60	74	74
32.	YFAP	50	55	70
33.	ZZBA	60	70	80
34.	ZW	60	70	85
35.	ZAP	55	60	85
36.	MA	40	50	65
37.	JA	60	75	85
Total		$\sum x$ 2065 $X =$ 55,81	$\sum x$ 2492 $X =$	$\sum x$ 2839 $X =$

From the data above there was an improvement in the students' skills. It could be seen from the average of the test (post-test I, post-test II) that has been increased.

Based on the result of the test in cycle 2, the researcher felt satisfied because the students had significant improvement from the score they got from test of cycle 1 and test of cycle 2. They were more active in the teaching and learning process better than the action of cycle 1. It can be seen in the following transcript interview:

“R : Did you feel that there were some benefits that you could take in several meeting?

S3 : *yes ma'am ,of course there were some benefits in several meetings*

S2: *easy Ma'am, because easy to study and also gave us knowledge for study reading*

S1 : *there is many benefits ma'am, because there a many new words who can got in study reading.*”

The researcher asked that student that "Did you feel that there were some benefits that you could take in several meetings?", the students said that "yes, of course, there were some benefits in several meetings, such as it could increase their knowledge in studying English, they had given many chances to asked during teaching and learning process so that they were more enthusiastic to follow the instruction and then it was different from cycle I, in cycle II that topic was in the form of some questions so they could discuss directly with their friends."

Based on the interview above that the researcher did in the teaching and learning process in the class and from the students' responses, it was obtained that the students are more interesting to study by using PAQRS Strategy while their vocabularies were increased too. Then, the most of students responded to the researcher actively. The researcher concluded that PAQRS Strategy, could improve the reading skill of students, they were more motivated to work in pairs and discuss with their friends.

The implementation of PAQRS Strategy at class XI Ips 1 of SMA Negeri 19

Makassar showed that there was an improvement in the students' reading skills significantly. It can be seen by their score that increased step by step, even in the pretest, posttest, and test of cycle 1, most of the students had not passed the maximum standard score, but in the pretest, posttest, and test of cycle 2, the students' reading skill was increased. The result of the students' test as follows:

**Table 5.** The Data of Test Result Students' Improvement

No.	Cycle	Mean	Percentage
1.	Pre-test	55.81	2,70%
2.	Post-test I	67.35	18.91%
3.	Post-test II	76.72	81.91%

The mean of the students' score in the post-test II was highest, it could be shown that the student's reading skills through PAQRS from 67.35 to 76.72.

From the table above, the result showed the increase of the student's scores from the pre-test to post-test 1, post-test 1 to post-test 2. In the pre-test, the students who passed the KKM were 1 student of 37 students (2.70%). In post-test 1 there were 7 of 37 students (18.91%) passed the KKM. The last, in post-test 2 the students who passed KKN were 30 students of 37 students (81.91%).

As the result, the researcher concluded that the students' reading skills at class XI Ips 1 of SMA Negeri 19 Makassar could increase by using PAQRS Strategy.

No	Before the Actions	Cycle 1	Cycle 2
1.	The students were not interested in studying English grammar.	There were only a few students that interested to begin the teaching and learning process	Most of the students were enthusiastic to begin the teaching and learning process
2.	The students' vocabulary mastery was low	Few students asked the researcher the meaning of an unfamiliar word in the sentences.	Most of the students paid attention to the words that have been taught by the researcher. So that they could read the text without asking the researcher when they found unfamiliar words.

From the table above it means that there was an improvement of students' reading skill by using PAQRS strategy. It shown the results of T-test in cycle I it 67.35 and in cycle II it 76.72. It means that there was a significant influence on the cycle I up

to cycle II. Based on the explanation above, the researcher conclude that using Preview, Ask question, Read, and Summarize (PAQRS) strategy can improve the students' reading skill at class XI Ips 1 of SMA Negeri 19 Makassar.

## CONCLUSION

There is a significant influence of using PAQRS strategy in improving students' reading skill for the second grade students of Senior High School 19 Makassar. It can be seen from the score of test which are increased from the result of the calculation of t-test in two cycles. The t-test of the cycle I is 67.35 and t-test of the cycle II is 76.72. The researcher concludes that there is a significant influence of using PAQRS Strategy in teaching reading for Eleventh Grade students of Senior High School 19 Makassar in the academic year 2020/2021.

## SUGGESTION

The following suggestions addressed to the teacher, the students, and the future researcher are presented:

1. For the teacher the teacher can use PAQRS strategy to improve the students' reading skill. Using PAQRS strategy as a technique in teaching-learning process is enjoyable activity for the students. Moreover, using PAQRS strategy in teaching-learning process is very easy to be applied. It can motivate and make the students easier in reading activity.
2. For the students the students can apply and practice the PAQRS strategy by following the steps. It will help the students to solve their problem in reading and improve their reading skill.

3. For the future researcher the researcher suggests the PAQRS strategy is conducted in larger scope.

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