

A COMPARATIVE STUDY BETWEEN CLOSE READING WITH TEXT CODING AND KNOW/ WANT TO KNOW/ LEARN(KWL) STRATEGIES ON STUDENTS' READING COMPREHENSION AT MAN 2 PEKANBARU

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Abstract

This study tried to find out the comparison between the effect of using close reading and text coding and KWL strategies on students' reading comprehension. This quantitative research involves two classes of eleventh grade at MAN 2 Pekanbaru. Observation sheet and reading comprehension test are used to collect data. The data analysis reveals that the students' reading comprehension using KWL strategy has beneficial to help students' reading comprehension. Two tests were given by the participants, pre test and post test. The post test result reveals that KWL strategy was improved significantly if it was compared to Close reading strategy. The teachers also mention several advantages concerning the use of KWL strategy in their teaching practice. The advantages include students' curiosity to the topic given since it stimulated students' prior knowledge, teach students how to share ideas with the group, stimulated students' to participate actively in learning process. The findings of the study suggest that KWL strategy is really beneficial to help improve English teaching and learning. However, Close Reading strategy also might be implemented to improve the quality of students' reading comprehension.

Key Words: Close reading strategy, KWL strategy, reading comprehension

INTRODUCTION

English has become the most commonly used language in the world. *Mosaic*(2007) states that English is the native language of some 400 million people in 12 countries. Today, there are about one billion English speakers around the world, and the number is still growing. Based on statistics, we can see that English plays an important role around the world. Obviously, it is imperative to learn English nowadays, and Indonesia is no exception. Komang et al (2014) state that English is not only used for communication among people from different countries, but also it is used for providing a source of knowledge. In addition, Beacco and Byram (2003) state that English is learned by people for a tool of communication, sources of knowledge and interaction from one to another. Consequently, mastering English is necessary.

In the national curriculum of Indonesia, English is a compulsory subject. In the curriculum of 2013 and KTSP, English is a mandatory subject for the students from Elementary up to Senior High School Level (Kemendikbud:2013). The teaching and learning process at school is based on the curriculum. In the curriculum there are competence standards as the goal of teaching and learning process. Basically there are four skills that should be mastered by students such as, listening, speaking, reading and writing. Commonly, the English curriculum is focused on the reading skill. The basic competence of reading at

senior high school based on the KTSP 2006 (school based curriculum) and the Curriculum of 2013 is a skill to comprehend and understand the meaning of the words and sentences from the text. At this school level, there are twelve genres of texts that are learned by the students: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review. In fact, the students do not reach the basic competence of reading based on the curriculum. They cannot comprehend and understand the texts well. They have many difficulties understanding the written English form or text. Kitsch (1998) in G. Woolley (2011) defines that reading comprehension is the process of making meaning from text.

The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences, and De Corte et al (2001) in G. Woolley (2011) says also that reading comprehension is understanding, gaining meaning and interpreting the text depends on a variety of readers-related, text-related, and situational factors. From those two opinions, it can be paraphrased that reading is an activity of understanding, and interpreting the meaning of certain texts, by ignoring the unfamiliar words or sentences, and the interpretation of the text is varies depending on the reader, the text and the situations that influence reading activity. Cromley and Azevedo,(2007) state that the task of reading comprehension is not

something that comes easy to every student, many students struggle with this skill, especially with academic texts. Lee Ann (2015) states that one large area of reading struggle for many students is reading comprehension. Based on interviews and observations of the teachers in a senior high school, it was found that the teachers have been using several strategies in teaching English, nevertheless teachers and students still had some problems in teaching and learning reading comprehension. In Indonesia, Suwarsih in Novri (2002:142) states that senior high school graduates who have learned English for six years, with almost 900 hours of school teaching, are unable to use English for communicative purposes. Based on the curriculum at school, it is stated in reading competence that the students are expected to understand the meaning of interpersonal and transactional written texts in the form of recount, narrative, procedure, descriptive new item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review in daily lives contexts (Badan Standar Nasional Pendidikan, 2006:31). The teacher might also influence the students' ability, especially in teaching reading process. From the teacher's side, the first one is the teacher does not tell the reading purpose to the students. Therefore, they do not know the real goals of the lesson and the content of the text because the teacher does not explain about it before starting the lesson. Therefore, the students often get difficulties in comprehending the reading text for the reason that they do not have a

purpose in reading. According to Sari (2008), reading is an activity with a purpose because its purpose also determines the appropriate approach to reading comprehension. The purpose of reading is guiding the reader's selection of texts. In short, the readers must have a purpose in reading process to guide them in selection particular texts. The next one is the teaching technique or the method used by the teacher also influences the learners' achievement in reading. In connection with the interview was conducted, the teacher also informed that in reading, most of students were not able to recognize the topic of the text, most of students could not find main idea and the supporting detail of the paragraph, most of students were not capable to find the synonym or antonym of the difficult words in the passage easily. In summary, referring to previous opinions, the learning strategy can be defined as all activities that were done by students to make learning catchable, enjoyable, and valuable, thus they can cover all of the materials that they learn about the language by interviewing the teachers of senior high school, it is known that in teaching reading, the teachers use some strategies in order to achieve the objectives of learning, for instance, they use Brainstorming, Know/Want to know/Learn (KWL), and Close Reading with Text Coding. Their opinions about the strategies are varied, their opinions are like experts' opinions ; some of them believe that Close Reading with Text Coding is good for teaching reading, and some others say that Know/Want to know/Learn strategy

is an effective reading strategy and some others state that using Know/Want to know/ Learning strategy in comprehending a text is more attractive than others. Jones and Chang (2014) state that close reading enables students to deeply engage with challenging text. Through close reading, students will be able to read increasingly complex text independently, relying on what the author provides in the text to support students' comprehension. Snow and O'Connor (2014) state that Close reading is one take on tackling the emphasis on complex text, the goal of close reading is to help students learn from complex texts independently and by focusing questions on information presented in the text itself versus information from outside sources. Text coding is one close reading strategy, teachers can use in their classrooms to try and accomplish the goal. According to Pryor and Cox (2009) text coding is a way students can remember what they believe is important, focus on their thoughts and what they are reading, and text coding can help them quickly identify places, they both comprehend and places where they have questions and ideas for inquiry. Herrel and Jordan (2012) state that KWL is an effective way to actively engage students in exploring text and documenting the information they find because it offers support in teaching students to learn from written text and organize their knowledge. Fengjuan (2010) also says that KWL also helps teachers keep students interested as they think about what they want to know and what they have learned (Sasson, 2008). Accessing prior

knowledge and engaging learners' interest before beginning a reading activity can improve learners' ability to make associations, enhance understanding, and increase comprehension (Bailey, 2002: 1). Their proficiency is enhanced in setting purposes for reading, searching information from texts, organizing that information into graphic outlines, and writing summaries based on those graphic outlines (Bader, 2007). In addition, Crawford (2005) states that Know/Want to Know/Learn is a reading strategy for reminding students of what they know and drawing out their questions before they seek more understanding about a topic. Derived from experts' opinion above, it can be elaborated that by using KWL strategy, students can activate their background knowledge about the text, in which students may be interested in reading so that it can improve students' ability for connecting the idea in comprehending the text. However, Brown (2016) states that close reading strategy is appropriate to stimulate students' cognitive ability, so Close Reading and KWL have similarities where they use students' prior knowledge for students' reading comprehension.

RESEARCH METHODOLOGY

The design of this research was a quasi-experimental research. According to L.R Gay (200:364), the quasi-experimental design involves selecting two groups or more differing on some independent variables and comparing them to some dependent variables. The groups may differ in a number ways.

One group may possess a characteristic that the other does not, one group may possess more of a characteristic than the other, or the two groups may have had a different kind of experiences. Gay (2000:367) states that experimental research is the only type of research that can test hypothesis to establish cause-and-effect relationships. Creswell (2008:299) states that, this research was used when the writer wants to establish possible cause and effect between the independent and dependent variables. The design of this research was quasi-experimental research. Gay (2000:394) states that quasi-experimental design is used when the research keeps students in existing classroom intact and entire classroom are assigned to treatments. In this research, the researcher decided the independent variables as variables X1 were Close Reading Strategy and Know/ Want to Know Learn (KWL) Strategy as X2, while the students' reading ability is dependent variable. Therefore, the experimental classes were provided with a pre-test, a treatment and a post-test. They can be drawn in the following table:

Table II.1 Research Design

Group	Independent Variable	Dependent Variable
XI 1	X1	Y
XI 2	X2	Y

Note:

- XI 1 : Experimental Group 1
- XI 2 : Experimental Group 2
- X1 : Independent Variable 1 (Close Reading Strategy)
- X2 : Independent Variable 2 (KWL Strategy)
- Y : Dependent Variable (Students' Reading Ability)

The population of this research was the eleventh grade students at MAN 2 Pekanbaru. The total number of the population was 50. The target population was the eleventh grade which consists of 3 classes. Based on the population of this research, the sample was selected by using cluster sampling. According to (Gay and Airasian, 2000), cluster sampling randomly selects groups not individuals. All the members of selected groups have similar characteristics, and two classes are chosen by using cluster sampling in this research.

Table II.2. Population of the Eleventh Grade Students of MAN 2 Pekanbaru

Class	Total of Students
XI/1	25
XI/2	25
XI/3	25
Total Population	75

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Best (1981:130) asserts that a sample is a small proportion of a population selected for observation and analysis. Additionally, Kerlinger (1965:118) states that a sample is a

part of population, which is supposed to represent the characteristics of the population. The method used to select the sample of this study was cluster sampling. Gay (2000:129) states that cluster sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristics. The homogenous characteristics were the consideration. Because all classes

were homogenous classes, the sample select randomly, XI 1 as Experimental class 1, XI 2 as experimental class 2. Two classes were taken as the sample of this research as follows:

Table II.3. Sample of the research

Class	Population		Total	Sample
	Male	Female		
Group 1 / XI 1	10	15	25	Experimental Class 1
Group 2/ XI 2	10	15	25	Experimental Class 2
Total of Samples	20	30	50	

I. Findings

The result of post-test vocabulary mastery for the experimental and control groups was analyzed by using Independent Sample T-test and presented at the following table:

The result of post-test writing ability for an experimental group 1

and an experimental group 2 was analyzed by using an Independent Sample T-test and presented at the following Table IV.

TABLE III.1 The Analysis of Independent Sample T-test of Post-test reading comprehension score between Experimental group 1 and experimental group 2 at MAN 2 Pekanbaru

Subject	Classes	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post-test	Experimental 1	25	75,68	10,58	2,910	48	0,005
	Experimental 2	25	83,36	7,89			

Based on Independent T-test analysis for post-test reading comprehension score of an experimental group 1 and an experimental group 2 on Table IV, it shows that there is significant difference for post-test reading comprehension between experimental group 1 and experimental group 2. T-test result is 29.10, its df is 48, standard deviation of an experimental group 1 is 10.58 and experimental group 2 is 7.89. So, in the conclusion $p = 0.005$, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The result shows that the mean scores do differ much between both groups. It can be determined that the subjects in both groups are not equivalent after giving the treatment at MAN2 Pekanbaru.

There is significant difference on students' reading comprehension post-test mean score between an experiment group 1 and an experiment group 2 at MAN 2 Pekanbaru”.

TABLE III. 2 The Analysis of Paired Sample T-test Between Pre-test and Post-test on students reading comprehension for an Experimental Group 1

Subject	Class	Mean	N	Std. Deviation	t	Df	Sig. (2-tailed)
Pair 2	Pre-test Experimental 1	62,24	25	13,61	4,044	24	0,000
	Post-test Experimental 1	75,68	25	10,58			

Based on Paired T-test analysis for pre-test reading comprehension score of experimental group 1 and pre test of experimental group 1 on the table ,it shows that there is significant difference at pre-test reading comprehension between experimental group 1 and post test of experimental group 1. T-test result is 4.044, its dfis 24, standard deviation pre test of experimental group 1is 13.61 and post test of experimental group is 10.58. So, in the conclusion $p = 0.000$, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The result shows that the mean scores differ much between both groups.

It can be concluded that “There is significant difference of students’

reading pre-test mean score between experimental group 1 andpost test of experimental group1at MAN 2 Pekanbaru.”

Then, the percentage of significant effect is found out between pre-test and post-test of an experimental group1 by looking for the effect size or eta-squared as follows:

$$\pi^2 = \frac{t^2}{t^2 + n - 1}$$

$$\pi^2 = \frac{(4,044)^2}{(4,044)^2 + 25 - 1}$$

$$\pi^2 = \frac{16,354}{40,354}$$

$$\pi^2 = 0,4053$$

Eta-Square = 40,53%

The result of data analysis is based on inferential statistics which has been identified that after conducting the treatment for 4 meetings or 8 class-hours by using Close Reading strategy can improve 41%on the reading comprehension. Therefore, the Ho hypothesis is rejected and Hais accepted that there is significant improvement between reading comprehension pre-test mean score of experimental group 1 and reading comprehension post-test mean score of an experimental group 1 at MAN 2 Pekanbaru.

TABLE III. 3 The Analysis of Paired Sample T-test Between Pre-test and Post-test on students reading comprehension for an Experimental Group 2

Paired Samples T-Test

Subject	Class	Mean	N	Std. Deviation	t	df	Sig. (2-tailed)
Pair 3	Pre-test Experimental 2	63,04	25	12,62	6,899	24	0,000
	Post-test Experimental 2	83,36	25	7,89			

Based on Paired T-test analysis for pre-test reading comprehension score of experimental group 2 and post test of experimental group 2 on the table, it shows that there is significant difference for pre-test reading comprehension between experimental group 2 and post test of experimental group 2. T-test result is 6.899, its df is 24, standard deviation pre test of experimental group 2 is 12.62 and post test of experimental group 2 is 7.89. So, in the conclusion $p = 0.000$, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The result shows that the mean scores differ much between both groups.

It can be concluded that "There is significant difference of students' reading pre-test mean score between experimental group 2 and post test of experimental group 2 at MAN 2 Pekanbaru."

Then, the percentage of significant effect is found out between pre-test and post-test of an experimental group 2 by looking for the effect size or eta-squared as follows:

$$\pi^2 = \frac{t^2}{t^2 + n - 1}$$

$$\pi^2 = \frac{(6,899)^2}{(6,899)^2 + 25 - 1}$$

$$\pi^2 = \frac{47,596}{71,596}$$

$$\pi^2 = 0,6648$$

Eta-Square = 66,48%

The result of data analysis is based on inferential statistics which has been identified that after conducting the treatment for 4 meetings or 8 class-hours by using KWL strategy can improve 66% on the reading comprehension. Therefore, the H_0 hypothesis is rejected and H_a is accepted that there is significant improvement between reading comprehension pre-test mean score of experimental group 1 and reading comprehension post-test mean score of an experimental group 1 at MAN 2 Pekanbaru.

DISCUSSION

The main aim of this study was to compare the use of Close Reading and KWL strategies on students' reading ability at MAN 2 Pekanbaru. Close Reading and KWL (Know/ Want to Know/ Learn) are two strategies used in teaching reading ability.

Referring to the objectives of this research, there are some points that need to be discussed in this chapter. They are:

1. Is there any significant difference of students' reading comprehension before being taught between using Close Reading strategy and KWL strategy of the eleventh grade at MAN 2 Pekanbaru.?

Some of English teachers were interviewed, and they said most of the students' still had low ability in reading comprehension. They found that students had difficulties in comprehending reading text. In various aspects, they said that students' lack of vocabulary and grammar, lack of interest in the reading text, and lecturer gets difficulties in guiding and managing their class to get appropriate reading strategy.

To get a data, the cluster sampling method was used to select the samples of this research. Gay (2000:129) states that cluster sampling randomly selects groups (not individual) that have similar characteristics. XI a as experimental group 1 and XI b as experimental group 2 were taken as the sample of this research. Both of the groups of this research had the same characteristics since the school did not place the students based on their report result. On the other hand, there was no class was specialized as excellent class in the school. Besides that, the groups were the same capability and were thought by the same English teacher

Furthermore, the experimental groups got the pre-test was administered before treatment, based on the analysis of inferential statistics, the result of pre-test reading comprehension test for experimental group 1 and experimental group 2 without considering students group or school category was analyzed by using Independent sample T-test, there is no significant difference is found at pre-test reading comprehension between experimental group 1 and

experimental group 2. The result shows that the mean scores (62.24 and 63.04) do not differ much between both groups. It could be determined that the subjects in both groups are equivalent before giving the treatment at the eleventh grade students at MAN 2 Pekanbaru. The result showed the groups were homogenous. Therefore, these groups could be manipulated as samples of this research.

2. Is there any significant effect of students' reading comprehension before and after the use of Close Reading strategy?

Based on direct observation, during 4 meetings the teacher carried out the Close Reading strategy as directed in the experimental class 1 in XIa. The teacher interacted with the students very well during teaching and learning process. The students were so joyful during completing their Close Reading task. They were busy to find out and wrote the codes from the text given. In addition, the students were also active in discussion with their own group. Furthermore, they really enjoyed the situation because they should not only complete the task, but they also competed each other to finish it sooner. Finally, the students write many code on the task.

Moreover, the students got the pre-test aimed at findings out the students' reading comprehension after treatment by using Close Reading strategy. The data analysis of inferential statistics demonstrated that there was a significant improvement to the students' reading comprehension after being taught by using Close Reading strategy with

pre-test mean score 62.24 and post-test mean score 75.68. Furthermore, the eta-squared indicated a medium effect (41%). In Summary, Close Reading strategy is an alternative way that can be implemented by teachers to improve their students' reading comprehension.

Moreover, (PARCC, 2011, p. 7) Close reading is the most effective way to achieve deep comprehension, then that's how we should teach students to read. In addition, For many students, comprehending a text is difficult, even more for struggling readers. Close reading goes beyond reading and asking questions about the details of the text. The text being a piece of writing whether it is a picture book, a few stanzas from an article, a poem, or a short story that is nonfiction and complex that the students can analyze and evaluate it piece by piece. (Fisher & Frey, 2012) . Thus, it is good to apply in teaching reading, especially for hortatory text.

3. Is there any significant effect between before and after the use of KWL strategy of students' reading comprehension?

The second treatment in XIb as experimental group 2, the teacher succeeded to demonstrate the KWL strategy in her classroom. Besides, the teacher was able to engage the students during teaching and learning process. The students enjoyed the activities very much. They were challenged to develop their idea by using KWL strategy. The KWL strategy gave the students four great challenges. In relation to KWL strategy, some experts in Fengjuan (2010) stated that KWL also helps

teachers keep students' interest as they think about what they want to know and what they have learned. Accessing prior knowledge and engaging learners' interest before beginning a reading activity can improve learners' ability to make association, enhance understanding and increase comprehension (Bailey, 2002) Their proficiency is enhanced in setting purposes for reading, searching information from text, organizing that information into graphic outlines and writing summaries based on those graphic outlines (Bader, 2007).

Moreover, the students got the pre-test aimed at findings out the students' reading comprehension after treatment by using KWL strategy. The data analysis of inferential statistics indicated that there was a significant improvement to the students' reading comprehension after being taught by using KWL strategy with pre-test mean score 62.24 and post-test mean score 83.36. Furthermore, the eta-squared indicated a large effect (64%). Based on the effect size produced, it showed that KWL strategy gave much improvement to the students' reading comprehension. In Summary, KWL strategy is a good way that can be implemented by teachers to improve their students' reading comprehension.

4. Is there any significant difference of students' reading comprehension after being taught between using Close Reading strategy and KWL strategy of the eleventh grade students at MAN 2 Pekanbaru?

After conducting the treatment for the Experimental group 1 and the Experimental group 2. Both of groups got the post-test in order to find the significant effect of using Close Reading and KWL strategies on students' reading comprehension at MAN 2 Pekanbaru. In line with this statement, multiple choices were used by the researcher and it was designed by using four choices and the student chose one of correct answers. The test consisted of five passages where each of the passage consists of five questions related to the passages of reading comprehension test. Each reading text had been considered the time and the procedures of Close Reading strategy and KWL strategy reading text. The duration time was 100 minutes. The tests were taken from the students' textbook and internet media.

V. Recommendations

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison of Close Reading and KWL strategies toward the students' reading comprehension at MAN 2 Pekanbaru. The research findings found out that there was significant difference on students' reading comprehension by comparing Close Reading strategy and KWL strategy in applying to teach reading text.

It means that both Close Reading and KWL strategies are suitable strategies to apply in teaching reading texts. Despite to the research findings show significant improvement on students' reading comprehension of both Close Reading

and KWL strategies, and there are still gaps which could be filled with new and further research.

The researcher would like to recommend for the future research of comparison teaching strategies of both Close Reading and KWL strategies on the students' reading comprehension as follows: the first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially for teachers and students at senior high school levels. In this research, the number of students involved were only 75 participants of MAN 2 Pekanbaru

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Eventhough, they need to improve learning is more emphasized on English learners, the person in charge of the class, the teachers should be able to conduct or apply the Close Reading and KWL strategies in teaching reading comprehension especially hortatory exposition text. It is also recommended that the students on high level capability, KWL is used in teaching reading comprehension because the students will be able to enhance understanding and comprehension text.

Thus, this strategy helps to strengthen reading and critical thinking skill. It monitors the reader's awareness of whether or not comprehension is occurring. It is also based on the expert concept that Close Reading and KWL can be used as teaching reading strategy.

The researcher also recommends to the ministry of education of Riau

province in order to administer teachers' training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the Close Reading and KWL strategies in teaching reading comprehension especially hortatory exposition text. This is due to implement the law of Indonesian education system, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with rule and regulation. and then, the implementation of Law number 32, year 2004 dealing with local government which claims that the right and authority of local government becomes greater to determine and implement its own education system.

Finally, another focus for future research can be the involvement of research centre of tertiary education in Riau province especially Institute for Research Center and Community Development of State Islamic University Sultan Syarif Kasim Riau for the study of interactive learning and other Research Centers of various universities in Riau province..

The present study focuses more on quantitative in term of data collection and analysis, it used a quasi-experimental reseach design. Having the involvement of reseach centre of tertiary education, it would study further and examine the effects of applying Close Reading and KWL strategies in teaching reading comprehension especially hortatory exposition text.Using more qualitative research instruments such as observation, field notes and

interview. In addition, more researchers and experts would be able to involve in this study to research in another schools.

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