

THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON STUDENTS' READING COMPREHENSION ABILITY OF RECOUNT TEXT AT GRADE ELEVEN OF SMA NEGERI 4 PEMATANG SIANTAR

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The objective of this research is to find out the effect of Directed Reading Thinking Activity (DRTA) strategy on students' reading comprehension ability of Recount Text at Grade Eleven of SMA Negeri 4 Pematang Siantar in the academic year 2023/2024. This research uses a quantitative method with quasi-experimental design. It has two classes, namely experimental class and control class. 353 students in grade eleven at SMA Negeri 4 Pematang Siantar make up the population of this research. Students from classes XI PMIA 7 (experimental class) and XI PIS 2 (control class), who were chosen using purposive sampling technique and make up the sample for this research. There are 25 multiple choice questions on the research instrument, including pre-test and post-test that the researcher uses to assess the data. Researcher uses the t-test formula to analyze the data. The result of this data shows that the mean score of pre-test in experimental class score is 72.3 and mean score of post-test is 87.6. While in control class, mean score of pre-test is 70.97 and mean score of post-test is 78.28. After calculating the mean score for both groups and using the t-test formula, the results show that the t-test has the highest significance level in the t-table with 5% level significance ($5.643 > 1.668$). So, it is clear that Directed Reading Thinking Activity (DRTA) strategy has a significant effect on students' reading comprehension ability of recount text.

1. INTRODUCTION

Reading is a fundamental skill that students must strive to master in their journey towards English proficiency. It involves the art of visually dissecting and comprehending written or printed text, symbols, and information that grace the pages or screens before us. Through reading, students gain a deep understanding of the messages conveyed within texts. As Harmer (2007) asserts, reading plays a vital role in language acquisition. The more students immerse themselves in reading, the greater their comprehension and retention of the material becomes. By engaging in reading exercises, students not only unearth the essence of the text, but also gain valuable insights, absorb new vocabulary, and encounter motivational and inspirational passages.

Reading should be taught to students since it will improve their ability to grasp composed material and be valuable to the understudies' capacity. As we know reading is not as easy as it seems. The students often struggled to read when they were reading a book, which was one of their general reading problems. Students occasionally decide not to read a book after being given it. Without comprehending anything from the text, they can simply name symbols. Additionally, because they have a limited vocabulary, the students should be taught to apply what they currently know in order to understand the elements, whether they the ideas or basic phrases. Additionally, some students may think that reading is a boring activity. By reading full paragraph without comprehending the context, they simply waste time without understanding its context.

In teaching and learning activity, according to Napitupulu and Kisno (2020), various types of English text are used frequently in Indonesian teaching and learning activities. It was into short functional text such as notice announcements, greeting cards, invitations, labels, short messages,



advertisements, letter/emails and for essay functional text such as anecdotes, narratives, news items, recounts, spoofs, descriptions, explanations, procedures, reports, argumentative, discussions, analytical exposition, and hortatory. Recount is retelling of an event or series of events. In other words, Recount is a text in English that tells an experience or events in the past. Recount text is an essential component of the curriculum in senior high schools. Through this form of text, students can not only grasp the content, but also delve into its deeper meaning, acquiring valuable information and knowledge in the process. Reading comprehension, then, becomes the key to unlocking this treasure trove of understanding. As Westwood (2001) asserts, the ultimate objective of reading is comprehension, as the written word serves as a vessel for conveying messages. In line with this, Woolley (2011) adds that reading comprehension is the art of imbuing words with significance. By honing this skill, students are empowered to uncover the true essence of written material, discern main concepts, discern supporting details, establish connections, engage in critical thinking, and express their thoughts eloquently through writing.

Based on the researcher's experience during teaching practice at SMA Negeri 4 Kota Pematang Siantar on October 2022, there are some problems that the researcher found in students' reading ability of grade eleven in reading comprehension. First, students have limited vocabulary range that makes the students unfamiliar with words or concepts in the text clearly. Some of them are still confused about the text, especially in the essay test. They don't know how to build the word, and misunderstand. Second, students feel bored while read the text because the text is long and they don't understand what text means. Third, during the learning and teaching process researcher give students exercise of recount text with multiple choices to find out main idea, find out similar meaning with the word, and conclude text. Students are lack of knowledge answer all the questions. Students would rather find the answer from internet. They can get the answer on the internet by searching the title of the text. Some of students got low score in answer the question which means that they don't get a minimum score which is 75. The understudies score should be visible in the table below:

Table 1. Students' Score in Reading Comprehension

No.	Class	Score		Total
		≤75	≥75	
1.	XI PMIA 7	20	16	36
2.	X1 PIS 2	25	11	36
Total		45	27	72
Percentage		62%	38%	100%

Based on the table above, it becomes evident that it showcases the reading comprehension scores of students in relation to text recounts. Specifically, the table to the right portrays the scores achieved by students in Classes XI PMIA 7 and XI PIS 2. Remarkably, 45 students out of the total of 72 attained a score of 75 or higher, underscoring their exemplary performance. Conversely, 27 students failed. Thus, it is apparent that there exist a greater number of students who fail to meet the minimum score of 75 compared to those with scores of 100. To rectify this issue, a multitude of strategies, techniques, and methods can be employed in the teaching of reading. Among these, Directed Reading Thinking Activity (DRTA) strategy stands out as a highly suitable and effective approach. Developed by Stauffer in 1969, DRTA strategy guides students through an informational text in a systematic manner, fostering their ability to read with brilliance and discernment, ultimately enabling them to make predictions. By engaging students directly in the reading process and encouraging them to support their predictions with verifiable evidence, DRTA strategy empowers them to establish reading goals and draw well-founded conclusions.

The implementation of DRTA strategy has been demonstrated to have a profoundly positive impact on students' reading comprehension skills when engaged with report materials. This conclusion is drawn from rigorous research conducted by Hutagalung (2020). Undoubtedly, the evidence strongly supports the notion that students exhibit enhanced proficiency in comprehending and effectively reporting text following the implementation of DRTA strategy. Furthermore, it can be



deduced from the insightful research conducted by Hanafi in 2022, title “Enhancing Students’ Reading Comprehension through the Utilization of the Direct Reading Thinking Activity (DRTA) Approach,” that a discernible enhancement in students’ reading comprehension is evident subsequent to their exposure to the instructive application of the DRTA method.

2. METHODS

Research Design

This research is guided by a selected framework of research methods and techniques. The researcher has carefully opted for a combination of quantitative research methods and a quasi-experimental design. According to Gay (2012), a quasi-experimental design is characterized by the provision of all treatments to all groups in distinct settings, with the number of groups matching the number of treatments, and comprehensive examinations conducted after each treatment. Additionally, as defined by Ary et al. (2014), quantitative research involves the collection of numerical data through precise control and analysis procedures, aimed at addressing predetermined inquiries or testing hypotheses.

This research employed sampling technique to ensure the integrity and accuracy of the findings. Two distinct samples were utilized, each receiving different treatments: experimental class and control class. Prior to implementing these treatments, both classes will undergo comprehensive pre-test. Subsequently, measurements will be taken from both groups to establish a baseline before any interventions are introduced to the students. To truly discern the impact of utilizing Directed Reading Thinking Activity (DRTA) strategy, the experimental class will exclusively receive instruction incorporating this strategy, while the control class will not.

The test will be given to each groups, and mean difference scores are compared to determine if experimental treatment results in higher changes than control group. The research design of this research can be seen in the table below:

Table 2. Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
EXPERIMENTAL	X ₁	Y	X ₂
CONTROL	X ₁	-	X ₂

Note:

X₁:Pre-test for experimental and control class

X₂: Post-test for experimental and control class

Y: Treatment using Directed Reading Thinking Activity (DRTA) strategy

- : Teacher’s teaching

Research Setting

This research was conducted at SMA Negeri 4 Pematang Siantar at grade eleven, which is located at Jl. Pattimura No.1, Pahlawan, Kecamatan Siantar Timur, Kota Pematang Siantar in the academic year 2023/2024 from August 18th to August 31th2023. The subjects of this research are students of classes XI PMIA 7 and XI PIS 2.

Research Population

A Population and sample is the research process to decide the subjects or students of the school to be observed. Ary et al (2014) define population as all individuals who belong to a certain class of individuals, events, or objects. The population of the research is all students of grade eleven SMA Negeri 4 Pematang Siantar. It consists of 10 classes, 7 classes are XI PMIA and 3 classes are XI PIS. Each class has an average number of 36 students. The total number of students in grade eleven is 353 students.

Table 3. Population List of Grade Eleven Students

No	Class	Students
1	XI PMIA 1	35
2	XI PMIA 2	36



3	XI PMIA 3	35
4	XI PMIA 4	36
5	XI PMIA 5	35
6	XI PMIA 6	36
7	XI PMIA 7	35
8	XI PIS 1	35
9	XI PIS 2	35
10	XI PIS 3	35
Total	10	353

Sample

Sample refers to a subset of a population (Ary et al., 2014). It suggests that the population under observation includes the sample. This research testing method is utilizing purposive sampling technique. Purposive sampling enables the research to take the sample by using their judgment to pick the suitable sample for gathering the data that is required and often based on the prior information. It was selected since both classes have the same number of students and these samples serve their intended function, making it simpler for the researcher to collect data. The sample for this research consist of two classes, they are XI PMIA 7 (as the experimental class) and XI PIS 2 (as the control class).

Table 4. Research Sample

No.	Class	Students
1.	XI PMIA 7	35
2.	XI PIS 2	35

Research Instrument

A research instrument serves as mean of gathering precise quantitative data, encompassing both distinctive and factual variables. It is a tool of utmost importance in measuring, observing, and documenting such data (Creswell & Creswell, 2014). This researcher will use a cell phones camera recorder and test. The researcher used camera recorder when recording the process of collecting the data. The test that the researcher use consist a multiple choice related to recount text. The number of the test is twenty five (25) items whereas in the test students will find out the theme, the main idea, vocabulary and asking for detail information of the text.

Table 5. Number of Specific Question Based on the Aspect of Reading Comprehension

No	Aspect of Reading	Total	Key Number	Types of Text
1	Finding the topic of the text	4	1,13,16,22	Multiple Choice
2	Finding the main idea and conclusion of the text	5	6,8,11,12, 17,21	Multiple Choice
3.	Asking for detail information of the text	11	7,9,10,18 , 20,24,25	Multiple Choice
4	Understanding vocabulary	5 25	2,3,4,5,19, 23	Multiple Choice

Technique of Data Collection

The data collection techniques that the researcher does as follows:

Pre-test

The researcher will conduct a pre-test for both the experimental and control classes. This pre-test will be administered to the students prior to their instruction in reading comprehension using DRTA strategy, specifically tailored for the recount text. The students will be presented with 25 multiple-choice questions, derived from 5 captivating texts, within limited time frame of 45 minutes. All completed tests will be submitted to the instructor. This pre-test endeavor aims to enlighten us on the students' existing aptitude in the domain of recount text reading comprehension.

Treatment

In this process, researcher was given treatment after pre-test by using Directed reading Thinking Activity (DRTA) strategy and for control class was treated by using Lecture Teaching Method. The researcher use the cell phone camera recorded the learning and teaching activity in experimental class. DRTA strategy involves some steps, including:

1. The initial stage is purposefully focused. The researcher imparts to the students chosen reading material and directs their contemplation beforehand. By examining the title, chapter headings, imagery, and other relevant elements prior to delving into the paragraphs, the researcher is able to guide and invigorate their intellectual faculties. Employing queries within a constrained timeframe of 20 minutes, the researcher navigates the students' conjectures regarding the text's perspectives or essence.
2. Following the researcher's provision of open-ended inquiries, students engage in a silent and perusal of the text. Focusing their attention on initial predetermined pause, the students are subsequently prompted by the researcher to scrutinize the specific details and appraise their own conjectures, refining them accordingly. This iterative process persists until the students have traversed every segment of the passage within a span of fifteen minutes.
3. After each segment, students are encouraged to assess the material and reflect upon their predictions. It is crucial for students to identify the supporting statements within the text that validate or alter their initial hypotheses. The researcher probes students, seeking to unveil reasoning behind their predictions, whether they have undergone change of heart, and the underlying factors influencing their thought process. This insightful interaction is carried out within a limited timeframe of 10 minutes.

Post-test

Post-test uses to know if Directed Reading Thinking Activity (DRTA) strategy is effective on students' reading comprehension ability. The purpose of this post-test is to know the result of students' achievement after given a treatment during learning and teaching process. The questions in post-test same as the test question use in pre-test.

1. Scoring Test

Scoring pre-test and post-test answers those students got correct answer

$$Score = \frac{\text{Students' correct answer}}{\text{Total of item number}} \times 100$$

2. The following list of students' categorization scores:

No.	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very poor	0-35

Technique of Data Analysis

Once all the necessary data has been gathered, a thorough data analysis will be conducted. This analysis will encompass research data acquired from both experimental and control classes, derived from pre-test and post-test results.

1. Calculating students' mean scores using this formula :
 - a. Mean (experimental)

$$Ma = \frac{\sum x_a}{Na}$$

b. Mean (control)

$$Mb = \frac{\sum d}{Nb}$$

(Arikunto, 2006)

Note:

- Ma : Mean (experimental)
- Mb : Mean (control)
- $\sum X_a$: Scores' sum (experimental)
- $\sum X_b$: Scores' sum (control)
- Na : Total students (experimental)
- Nb : Total students (control)

2. Calculating standard derivation of pre- and post-tests by using this formula:

a. Standard deviation (experimental)

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

b. Standard deviation (control)

$$b^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb} \right)$$

(Arikunto, 2006)

Note:

- da^2 : Standard Deviation (experimental)
- db^2 : Standard Deviation (control)
- $\sum d^2$: Sum square of gained scores
- Na : Total students (experimental)
- Nb : Total students (control)

Calculating t-test by using this formula:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

Note:

- t : Test of significance
- Ma : Mean (experimental)
- Mb : Mean (control)
- da^2 : Standard Deviation (experimental)
- db^2 : Standard Deviation (control)
- Na : Total students (experimental)
- Nb : Total students (control)

(Arikunto, 2006)

The t-test result will be compared with t-table to test hypothesis

t-table < t-test = there's an effect
t-table > t-test = there's no effect

(Gay, 2012)

3. RESULTS AND DISCUSSION

Results

Researcher can conclude from the data analysis that Directed Reading Thinking Activity (DRTA) strategy has a significant effect on students' reading comprehension ability of recount text. The following are the research findings:

- a. Directed Reading Thinking Activity (DRTA) strategy has a significant effect on students' reading comprehension ability of recount text.
- b. Experimental Class
 - 1) Mean score from experimental class in pre-test is 72.3
 - 2) Mean score from experimental class in post-test is 87.6
 - 3) Experimental class's lowest pre-test score was 60 and the highest score was 80
 - 4) Experimental class's lowest post-test score was 76 and the highest score was 100
 - 5) In the pre-test of experimental class there were 14 students received the Good classification with the score 76-85, 16 students who received Fairly Good classification with the score 66-75, 5 students who received Fair classification with the score 56-65, and no student received Excellent, Very Good, and Very Poor Classification.
 - 6) In the post-test of experimental class there were 6 students received the Excellent classification with the score 96-100, 15 students who received Very Good classification with the score 86-95, 14 students who received Good classification with the score 76-85, and no student received Fair, Poor, and Very Poor Classification.
 - 7) Researcher found the total variable from Experimental class (M_a) was 15.2
 - 8) Researcher discovered that the total standard deviation from the experimental class (d_a^2) was 1,488.69
- c. Control Class
 - 1) Mean score from control class in pre-test was 70.97
 - 2) Mean score from control class in post-test was 78.28
 - 3) Control class's lowest pre-test score was 40 and the highest score was 80
 - 4) Control class's lowest post-test score was 60 and the highest score was 92
 - 5) In the pre-test of control class there were 14 students received the Good Classification with the score 76-85, 13 students who received Fairly Good Classification with the score 66-75, 7 students who received Fair Classification with the score 56-65, 1 student who received Poor Classification and no student received Excellent, and Very Good.
 - 6) In the post-test of control class there were 1 student received the Very Good Classification with the score 86-95, 30 students who received Good Classification with the score 76-85, 3 students who received Fairly Classification with the score 66-75, 1 student who received Fair classification with the score 56-65, and no student received Excellent, Poor, and Very Poor Classification.
 - 7) Researcher found the total variable from Experimental class (M_b) was 7.31
 - 8) Researcher discovered that the total standard deviation from the experimental class (d_b^2) was 847.55
 - 9) After calculating the data from the preceding point, the researcher discovered the t-table score with $df\ 68 = 1.668$.
 - 10) Testing Hypothesis shows that t-test (5.643) is higher than t-table (1.668) at 5% of level significance. Alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected.

Discussions

Procedures of DRTA strategy are provide students' ability to use their prediction while reading and thinking, making them active to grasp more from the material and encouraging them to read the texts in order to boost students' motivation and comprehension. Directed Reading Thinking Activity (DRTA) technique is meant to aid students in developing a reading purpose, justifying and verifying predictions, and drawing conclusions. It can assist students comprehend the context of the text and



make teaching and studying reading comprehension more enjoyable. This strategy may be applied in individual or both small and large groups.

The students were active and interested during treatment. During treatment, the researcher was acting as a teacher, explained recount text to the students, gave them an example, how to find out main idea, detail information, how to conclude text, add their vocabularies, and also researcher gave the instruction for students explained and found what the researcher explained before. When the students made a mistake, the researcher repeated the instruction while acting it out by written on the whiteboard.

The implementation of Directed Reading Thinking Activity (DRTA) strategy has proven to be highly effective in enhancing students' reading comprehension abilities, particularly in the area of recount content. This can be clearly seen through the significant disparity between the post-test results of the experimental class and the control class. Researcher meticulously collected and analyzed the post-test scores of both groups, revealing that the experimental class achieved a remarkable range of scores, with the lowest being an impressive 76 and the highest reaching a perfect 100. In contrast, the control class displayed a lower range, with scores ranging from 60 to 92. These findings undeniably suggest that the students in the experimental class exhibited superior performance compared to their counterparts in the control class. Notably, the experimental class's maximum score of 100 far exceeds the control class's maximum score of 92, further emphasizing the undeniable success of the DRTA strategy in enhancing reading comprehension skills.

Researcher presented the students with a thought-provoking discussion based on the data analysis. It was found that both the experimental and control groups had a lack of understanding in reading comprehension. However, the implementation of the Directed Reading Thinking Activity (DRTA) technique resulted in remarkable improvements in student learning achievement. The average pre-test score of the experimental group was 72.3, which significantly increased to 87.6 in the post-test. On the other hand, the control group had an average pre-test score of 70.97, which only slightly improved to 78.28 in the post-test. This clearly demonstrates that the DRTA technique surpasses the traditional Lecture Method. The t test analysis further confirms this superiority, as the calculated value of 5.643 exceeds t table value of 1.668, at a significance level of 0.05. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, affirming the effectiveness of the DRTA strategy.

Considering the results obtained, it is anticipated in accordance with Hutagalung's (2020) extensive research, which revealed that the implementation of the Directed Reading Thinking Activity (DRTA) strategy yields significant enhancements in students' proficiency in comprehending report texts. This evidence clearly demonstrates the undeniable competence and advancement exhibited by learners following the integration of Directed Reading Thinking Activity Strategy.

4. CONCLUSIONS

Based on findings above, researcher would like to conclude that Directed Reading Thinking Activity (DRTA) strategy gave a significant effect on Students' Reading Comprehension ability. It can be proven by the following result: The degree of freedom (df) is 70 ($df = N_a + N_b - 2$, $35 + 35 - 2 = 68$) and the t-table at level of significant 5% for two-tailed test is 1.668. Researcher found the total mean variable from Experimental Class (M_a) was 15.2 and then the total standard deviation from the experimental class (da^2) was 1,488.69. For the control class, the researcher found the total mean variable (M_b) was 7.31 and the total standard deviation (db^2) was 847.55. This means that Directed Reading Thinking Activity (DRTA) strategy had a significant effect than the Lecture Method. This difference is demonstrated using t-test analysis, after calculating the data from the preceding point, researcher discovered that the testing hypothesis shows the t-test (5.643) is higher than t-table (1.668) at 5% of level significance. Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. As a result, it is possible to conclude that Directed Reading Thinking Activity (DRTA) strategy has an effect on students' reading comprehension ability of SMA Negeri 4 Pematang Siantar.

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