



Edmodo and Chamilo Media in Know-Want-Learned Strategy to Teach Reading Comprehension of Recount Texts to Students with Different Reading Habits

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Abstract

This research is based on the phenomena that the students often find difficulties in comprehending English texts, especially in recount texts. This research aims at investigating the effectiveness of Edmodo and Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with good and poor reading habits. An experimental research with 2x2 factorial design was applied in this study. The samples of this research were the students of X TKJ 1 and X TKJ 2 of SMKN 1 Sragi Pekalongan. Observation, questionnaires, and tests were the instruments of the research. T-test and ANOVA were the data analysing methods. The research findings revealed that firstly Edmodo media in Know-Want-Learned (KWL) strategy was effective to teach reading comprehension of recount texts to students with good and poor reading habits. Secondly, Chamilo media in Know-Want-Learned (KWL) strategy was also effective to teach reading comprehension of recount texts to students with good and poor reading habits. Thirdly, there was no significant difference on the effect of Edmodo and Chamilo media to teach reading comprehension of recount texts to students with good reading habit. On the contrary, there was significant difference on the effect of Edmodo and Chamilo media to teach reading comprehension of recount texts to students with poor reading habit. Finally, there was no effective interaction among Edmodo and Chamilo media, reading strategy, students' reading habits, and students' reading comprehension of recount texts.

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INTRODUCTION

Reading comprehension is an important skill in a daily life. It enables people to find some informations, broaden their knowledge, develop their ways of thinking, develop their skills, and even find entertainment. In reading comprehension, people do not only decode the texts into sounds, but also they take what they have just read into meaning. Woolley (2011, p. 15) stated that reading comprehension is the ability of making meaning from text which goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

However, sometimes, it is not easy to comprehend the content of reading text well, including English texts. Based on pre observation, most of students in SMKN 1 Sragi Pekalongan still had difficulties in comprehending English texts, especially in recount texts. The causes were poor reading habits, lack of vocabularies, inability in comprehending grammatical aspects, reading frequency, motivations in reading, and other reasons.

According to Anderson & Anderson (1997), recount text is a text that tells about something that has happened or retells past events or activities and has a purpose to give detailed information about what and when those events happened. In recount texts, the use of past tenses which employed verb 2 considered as difficulties for some students. The students sometimes could not place the irregular verbs into the right forms in recount texts. Furthermore, the English teacher at this school had tried to use some good strategies to teach reading comprehension of recount texts, but the results were not as good as expected. She had not tried to implement other media to solve the problem. Thus, she felt curious maybe the media she used were still problematic.

Reid (2007, p. 2) stated that reading habits are behavior to read which is done regularly to understand information from written material. It can be said that good reading habit is well-planned and deliberate patterns in reading which

are repeated regularly and tend to occur unconsciously. While, poor reading habit is patterns in reading which are not done regularly and need to be improved.

In addition, the English teachers must be active and creative in searching and finding innovative teaching learning media, because they can develop students' good reading habits, good interest, and good motivation in teaching and learning process. Yet, the use of teaching learning media needs to be adjusted with appropriate reading comprehension strategy. As the result from those combinations, the students' achievement in reading comprehension skill can improve well.

Therefore, in this study, the researcher tries to implement multimedia technology by using Edmodo and Chamilo media in Know-Want-Learned strategy in order to renew the media and strategy which have been used. Edmodo media is an educational application that takes the ideas of a social network and refines them and makes it appropriate for a classroom (Cauley, 2014). Similar with Edmodo, Chamilo is free website, providing a platform for e-learning and collaboration. It is what is often referred to as a **Learning Management System (LMS)** (Chamilo Admin Guide, 2015). On the other hand, Know-Want-Learned strategy is a reading strategy which engages students in recalling what they know, determining what they want to learn, and identifying what they learn as they read, (Ogle, 1986).

There were some related studies which have been conducted previously. The first studies deal with Edmodo media. Komara and Ramdani (2014) conducted a research which investigated how Edmodo was applied in grammar class through a collaborative action research to English Education Department students. Furthermore, Patmanthara & Hidayat (2018) conducted a research which aimed at discovering whether there was a significant difference between control classes that applied conventional models with experimental classes that apply blended learning model.

The next studies deal with Chamilo media. Jean & Maes (2010) conducted a research which was aimed to explain the way Chamilo offered a platform that was ready for future developments in a globalized world where life long learning and collaboration would be central. Bosnić, et al (2013) conducted a research which aim was to describe a two-phase survey of four LMSs – Chamilo, Claroline, Ilias and Moodle and their characteristics suitable for creating an LMS part of a context model, which would be relevant to implement in recommender systems for this purpose.

The next previous studies deal with reading strategies. Hana, et al (2016) conducted a research which was aimed to find out the effectiveness of GIST and KWL strategies to improve reading achievement of male and female students. The result of this study showed that GIST and KWL strategies were effective to improve reading achievement of male and female students. Khairunnisa (2017) conducted a research to investigate the implementation of K-W-L strategy to develop seventh graders students' reading comprehension and their involvement in the classroom activities.

The next previous studies deal with reading comprehension. Gilakjani & Sabouri (2016) conducted a research on the similar field which goal was to explain the effective strategies in reading comprehension. Then, Oktabriyanti, et al (2018) conducted a research aimed to find out the effectiveness of Booktrack in teaching reading comprehension on the tenth grade students of a senior high school.

The next previous studies deal with recount texts. Firnadi and Karwono (2014) conducted a research which objectives were to find out the difference result of using STAD and Jigsaw technique toward students' reading comprehension in recount text at different high and low reading frequency and to find out there was significant interaction and comparison of reading comprehension in recount text, learning technique, and different reading frequency at the first grade students. Hanip & Sa'adah (2014) conducted a research which examined the effectiveness of Facebook as media in teaching

reading comprehension of recount text through Project Based Learning was adapted by Joel I.

The last previous studies deal with reading habits. Haka, Sutarsyah, and Suka (2010) conducted a research which objective was to find out whether there was significant influence of students' reading habit toward their reading comprehension. Then, Iftanti (2012) conducted a research which was aimed to investigate the English reading habits of Indonesian students of EFL.

Based on pre observation and some previous related studies conducted by the other researchers, this research is worth to be conducted. It is important because there were no studies which tested two media under the same reading strategy in reading comprehension of recount texts. However, the previous studies supported this research in terms of giving explanation about the benefits of multimedia technology in teaching and learning language. They also showed that reading strategies affected students' reading comprehension achievement. In addition, they also showed that reading habits became one of factors influencing students' achievement in reading comprehension.

METHODS

This study used an experimental research with 2 x 2 (two by two) factorial design. The objects of this study were the students' scores of pre test and post test in reading comprehension of recount texts. The samples of this study were the students of X TKJ 1 and X TKJ 2. Another class which was X TKJ 3 used as the class for conducting the research instruments. The research instruments were questionnaires, tests, and observation checklists.

This research was basically conducted with four main activities, namely try out, pre test, treatments, and post test. Firstly, the researcher conducted try out to see the validity, the reliability, and the practicality of the research instruments. Then, the students' reading habit questionnaires were distributed to the first experimental group 1 which was X TKJ 1 and to the second experimental group which was X

TKJ 2. After that, the pre test was conducted to both experimental groups. The next activity was conducting treatments. The treatments for the first experimental group were implementing Edmodo media in Know-Want-Learned strategy to teach reading comprehension of recount texts. The treatments for the second experimental group were implementing Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts. After treatments given, the post test was conducted. The last activity was distributing the questionnaires of students' perceptions after taught by using Edmodo and Chamilo media in Know-Want-Learned strategy in reading comprehension of recount texts.

After all the data obtained, the researcher analyzed the data. The researcher firstly calculated normality and homogeneity tests. One Sample Kolomogorov-Smirnov Test by SPSS 22 was used to analyze the normality of the pre test and the post test. To test the homogeneity of the data, Lavene's for Homogeneity Variance was used. T test was used to test the result of teaching reading comprehension of recount texts by using Edmodo and Chamilo Media in Know-Want-Learned strategy to students with good and poor reading habits. While ANOVA test was used to check the relationship among variables.

RESULTS AND DISCUSSION

In this research, the students were classified into students with good reading habit and students with poor reading habit based on the results of students' reading habit questionnaire which was adapted from Molyneux & Macintyre (2006) and Iftanti (2012). Each of group had the same number of students. The result of students' reading habits showed that there were 15 students belonged to students with good reading habit and 15 students belonged to students with poor reading habit in the first experimental group. In the second experimental group, there were 15 students with good reading habit and 15 students with poor reading habit.

The pre test was given to find out the students' reading comprehension of recount texts achievement before receiving treatments. It was in the form of multiple choices with 25 questions and consisted of number of reading passages of recount texts. The time allocation for the pre test was 90 minutes.

The next stage was giving treatments to the first and the second experimental group. The treatments were given in 10 meetings to each experimental group. In every meeting of the treatments, the learning indicators, the teaching materials, and the teaching and learning activities were the same. However, the difference was the examples of recount text given. So, in every meeting the researcher and the students discussed different example of recount texts. The first experimental group was taught by implementing Edmodo media. The second experimental group was taught by implementing Chamilo media. Both of media were implemented under the steps of Know-Want-Learned strategy. During giving the treatments, the researcher was monitored by the English teacher by using observation cheklists adapted from Ogle (1986) and Youniss (2013). The result of observation cheklists in the first experimental group was 82.23%. While, the result of observation cheklist in the second experimental group was 86.53%. It meant that most all aspects in the stages of implementing Edmodo and Chamilo media in Know-Want-Learned strategy were applied.

After receiving the treatments, post test was conducted at the next step. The post test was used to find out the result of students' reading comprehension achievement after receiving some treatments. It was also in the form of multiple choices consisted of 25 questions of reading comprehension of recount texts. The time allocation for the post test was 90 minutes.

Subsequently, the researcher distributed the second questionnaire. It was adapted and simplified from Kongchan (2012) and Manowong (2016). It was given after treatments to know the students' perceptions after taught by Edmodo and Chamilo media in Know-Want-

Learned strategy. The results showed that the level of agreement on the use of Edmodo media in teaching reading comprehension of recount texts of students with good reading habit was 80.4%, while that of level with poor reading habit was 72.73%. On the other hand, the level of agreement on the use of Chamilo media in teaching reading comprehension of recount texts of students with good reading habit was 83.33%, while that of level with poor reading habit was 75.33%.

After all the data obtained, the researcher analyzed the data. The data were called normally distributed if the level of significance α Kolmogorov-Smirnov and Shapiro-Wilk was > 0.05 in the pre test and in the post test. The result of the data of Shapiro-Wilk in the pre test of the first experimental group were 0.763 for the students with good reading habit and 0.690 for the students with poor reading habit at the level of significance $\alpha 0.05$. Whereas, the data of Shapiro-Wilk in the pre test from the second experimental group were 0.082 for the students with good reading habit and 0.711 for the students with poor reading habit at the level of significance $\alpha 0.05$. Since Sig. of both groups was more than the level significant 0.05, it could be concluded that the data in the pre test of both experimental groups were normally distributed. The data of Shapiro-Wilk in the post test of the first experimental group were 0.092 for the students with good reading habit and 0.539 for the students with poor reading habit at the level of significance $\alpha 0.05$. Since Sig. was more than the level significant 0.05, it could be concluded that the data in the post test of the first experimental group was normally distributed. Whereas, the data of Shapiro-Wilk in the post test of the second experimental group were 0.478 for the students with good reading habit and 0.054 for the students with poor reading habit at the level of significance $\alpha 0.05$. Since Sig. was more than the level significant 0.05, it could be concluded that the data in the post test of the second experimental group was normally distributed.

The data of pre test and post test were analyzed by using Lavene's for Homogeneity

Variance. The result of Levene Statistic of pre test was 0.449 and Sig. was 0.505. Since the Sig. was $0.505 > 0.05$, it could be concluded that the data in the pre test of the first experimental and the second experimental groups were homogeneous. The result of Levene Statistic of post test was 1.481 and Sig. was 0.229. Since the Sig. was $0.229 > 0.05$, it could be concluded that the data in the post test of the first experimental and the second experimental groups were homogeneous. Since all Sig. in the pre test and post test were higher than 0.05, the data were considered having characteristic of homogeneity.

Teaching Reading Comprehension of Recount Texts by Using Edmodo Media in Know-Want-Learned Strategy to Students with Good Reading Habit

The first research question dealt with the effect of Edmodo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with good reading habit. The result showed that the mean score of post test result was better from the mean score of pre test result. The mean score of the pre test of the students' with good reading habit in the first experimental group was 61.46. It was improved into 74.8 in the mean score of the post test result. Moreover, the paired samples statistic revealed that T count showed 6.472 with df 14. It meant that $t_{0.05;14} = 1.76$. Since T count = $6.472 > t_{0.05;14} = 1.76$, so the first null hypothesis of this research was rejected. It could be said that there was significant difference in reading comprehension of recount texts of students with good reading habit in the pre test and in the post test. On the other words, Edmodo media in Know-Want-Learned strategy was effective to improve the students' reading comprehension of recount texts to students with good reading habit. Furthermore, it was also supported by another result which was from questionnaire of the students' perception toward the use of Edmodo media. It showed that the students' with good reading habit level of agreement on the use of Edmodo media in

teaching reading comprehension of recount texts was 80.4%.

Teaching Reading Comprehension of Recount Texts by Using Chamilo Media in Know-Want-Learned Strategy to Students with Good Reading Habit

The second research question dealt with the effect of Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with good reading habit. The result showed that the mean score of pre test for students with good reading habit who learned reading comprehension of recount texts by using Chamilo media in Know-Want-Learned strategy in the pre test was 68.73. The mean score in the post test was 75.86. From that result, it could be said that the students did the tests effectively since the post test result was better than the pre test result. Moreover, T count showed 3.002 with df 14. It meant that $t_{0.05;14} = 1.76$. Since $T \text{ count} = 3.002 > t_{0.05;14} = 1.76$, so the second null hypothesis of this research was rejected. It could be said that there was significant difference in reading comprehension of recount texts of students with good reading habit in the pre test and in the post test. On the other words, Chamilo media in Know-Want-Learned strategy was effective to improve the students' reading comprehension of recount texts to students with good reading habit. Furthermore, it was also supported by another result which was from questionnaire of the students' perception toward the use of Chamilo media. It showed that the students' with good reading habit level of agreement on the use of Chamilo media in teaching reading comprehension of recount texts was 83.33%.

Teaching Reading Comprehension of Recount Texts by Using Edmodo Media in Know-Want-Learned Strategy to Students with Poor Reading Habit

The third research question dealt with the effect of Edmodo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with

poor reading habit. The result showed that the mean score of pre test for students with poor reading habit who learned reading comprehension of recount texts by using Edmodo media in Know-Want-Learned strategy in the pre test was 52.2a post test was 71.26. From the result above, it meant that the students did the tests effectively since the post test result was better than the pre test result. Moreover, T count showed 8.088 with df 14. It meant that $t_{0.05;14} = 1.76$. Since $T \text{ count} = 8.088 > t_{0.05;14} = 1.76$, so the third null hypothesis of this research was rejected. It could be said that there was significant difference in reading comprehension of recount texts of students with poor reading habit in the pre test and in the post test. On the other words, Edmodo media in Know-Want-Learned strategy was effective to improve the students' reading comprehension of recount texts to students with poor reading habit. Furthermore, it was also supported by another result which was from questionnaire of the students' perception toward the use of Edmodo media. It showed that the students' with poor reading habit level of agreement on the use of Edmodo media in teaching reading comprehension of recount texts was 72.73%.

Teaching Reading Comprehension of Recount Texts by Using Chamilo Media in Know-Want-Learned Strategy to Students with Poor Reading Habit

The fourth research question dealt with the effect of Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with poor reading habit. The result showed that the mean score of pre test for students with poor reading habit who learned reading comprehension of recount texts by using Chamilo media in Know-Want-Learned strategy in the pre test was 52.40. The mean score in the post test was 75.73. From the result, it meant that the students did the tests effectively since the post test result was better than the pre test result. Moreover, T count showed 10.125 with df 14. It meant that $t_{0.05;14} = 1.76$. Since $T \text{ count} = 10.125 > t_{0.05;14} = 1.76$, so the fourth

null hypothesis of this research was rejected. It could be said that there was significant difference in reading comprehension of recount texts of students with poor reading habit in the pre test and in the post test. On the other words, Chamilo media in Know-Want-Learned strategy was effective to improve the students' reading comprehension of recount texts to students with poor reading habit. Furthermore, it was also supported by another result which was from questionnaire of the students' perception toward the use of Chamilo media. It showed that the students' with poor reading habit level of agreement on the use of Chamilo media in teaching reading comprehension of recount texts was 75.33%.

Edmodo and Chamilo Media in Know-Want-Learned Strategy for Students with Good Reading Habit

The fifth research question dealt with the effect Edmodo and Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with good reading Habit. The result showed that the mean score of post test of the students with good reading habit which was taught by Edmodo media was 74.80. While, the mean score of post test of the students with good reading habit which was taught by Chamilo media was 75.86. The value of Sig (2-tailed) of equal variance assumed was 0.655 which was higher than the level of of significance (α) = 0.05. Therefore, the null fifth hypothesis was accepted. It proved that there was no significant difference on the effect of Edmodo and Chamilo media to teach reading comprehension of recount texts to students with good reading habit.

Edmodo and Chamilo Media in Know-Want-Learned Strategy for Students with Good Reading Habit

The sixth research question dealt with the effect Edmodo and Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with poor reading habit. The result showed that the mean score of post test of the students with poor reading habit which was taught by Edmodo

media was 71.26. While, the mean score of post test of the students with poor reading habit which was taught by Chamilo media was 75.73. The value of Sig (2-tailed) of equal variance assumed was 0.025 which was lower than the level of of significance (α) = 0.05. Therefore, the sixth null Hypothesis was rejected. It proved that there was significant difference on the effect of Edmodo and Chamilo media to teach reading comprehension of recount texts to students with poor reading habit.

Interaction among Teaching Media, Reading Strategy, Students' Reading Habits, and Students' Reading Comprehension of Recount Texts

The seventh research question dealt with the effective interaction among Edmodo and Chamilo media, Know-Want-Learned strategy, students' reading habits, and students' reading comprehension of recount texts. The result showed that the significance value (p value) of students' reading habits of both experimental groups that taught by using Edmodo and Chamilo media in Know-Want-Learned strategy was 0.230. It was higher than the level of significance (α) = 0.05. It meant that H_0 was accepted. It proved that there was no significant difference between students with good and poor reading habits on the result of post test. Furthermore, it also showed the significance value (p value) of both media in Know-Want-Learned strategy. The significance value of both media was 0.072, where it was higher than the level of significance (α) = 0.05. It meant that H_0 was accepted. It could be stated that there was no significant different between the result of post test between Edmodo and Chamilo media in Know-Want-Learned strategy. As well as it was also demonstrated the significance value of students' reading habits and both of the media. It was 0.265. It meant that it was higher than the level of significance (α) = 0.05. Therefore, H_0 was accepted. So, it proved that there was no effective interaction between students' reading habits and Edmodo and Chamilo media. The dominant result indicated that H_0 was accepted. It indicated that there was no effective

interaction among Edmodo and Chamilo media, reading strategy, students' reading habits, and students' reading comprehension of recount texts.

CONCLUSION AND SUGGESTION

The conclusion of this research was as follows. Firstly, Edmodo media in Know-Want-Learned strategy was effective to teach reading comprehension of recount texts to students with good and poor reading habits. Secondly, Chamilo media in Know-Want-Learned strategy was also effective to teach reading comprehension of recount texts to students with good and poor reading habits. Thirdly, there was no significant different effect of Edmodo and Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with good reading habit. On the contrary, there was significant different effect of Edmodo and Chamilo media in Know-Want-Learned strategy to teach reading comprehension of recount texts to students with poor reading habit. Furthermore, there was no effective interaction among Edmodo and Chamilo media, reading strategy, students' reading habits, and students' reading comprehension of recount texts.

Unfortunately, there were some weaknesses of this research. Firstly, as the researcher who acted as the teacher needed to master multimedia technology. It allowed more preparation. Moreover, since this research involved media which were internet based, so that if the internet connection was in trouble, the research did not run well.

There was a suggestion can be drawn from this research. It goes to the English teacher. She should improve the way she taught the students with poor reading habit by using Edmodo and Chamilo media in Know-Want-Learned strategy. It is in order to minimize the significant different result toward those media.

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