

## IMPROVING STUDENTS ABILITY IN READING COMPREHENSION NEWS ITEM TEXT BY USING OLD AND NEW INFORMATION

Nur Mufidah<sup>1</sup>, Eny Syatriana<sup>2</sup>, Farisha Andi Baso<sup>3</sup>  
Universitas Muhammadiyah Makassar, Indonesia  
Mufidahfifi3108@gmail.com

### ABSTRACT

*The aims of this study is to clear that the students reading comprehension could be well improve by using old and new information in SMA MUHAMMADIYAH 9 MAKASSAR. The design of this study is pre-experimental design. The population of this research is the eleventh grade of SMA Muhammadiyah 9 Makassar, that consist of 20 students as a sample. The data collection is use pre-test and post-test to find out students writing ability before the treatment and after the treatment. This study conclude there is significant or no in improving students ability in reading news item text by using old and new information. The result of the data analysis through the reading test also showed that the mean score of pre-test was 79.2 and post-test was 85.2, while the standard deviation of pre-test was 18.7 and post-test was 11. The significant difference of t-test and t-table through the result of pre-test and post-test, the result of t-test value of the level of the significant 5% = 0.05, degree of the freedom (df) = 19 indicated that t-table value was 2.093 and t-test value was 33.080. Therefore, it can be concluded that statistically hypothesis of H1 was accepted and the statistically hypothesis of H0 was rejected. It means that the material of News Item in teaching can improve the students' comprehension of reading.*

**Keywords : Reading Comprehension, Improve, Using Old and New Information**

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk menjelaskan bahwa kemampuan membaca siswa dapat ditingkatkan dengan baik dengan menggunakan informasi lama dan informasi baru di SMA Muhammadiyah 9 Makassar. Desain penelitian ini adalah pra-eksperimental. Populasi dari penelitian ini adalah siswa kelas XI Sma Muhammadiyah 9 Makassar yang terdiri dari 20 siswa. Pengumpulan data menggunakan pre-test dan post-test untuk mengetahui kemampuan membaca siswa sebelum treatment dan setelah treatment. Penelitian ini menyimpulkan bahwa ada atau tidaknya peningkatan kemampuan siswa dalam menulis teks berita dengan menggunakan informasi lama dan informasi baru. Hasil dari analisis data melalui tes membaca tersebut juga menunjukkan bahwa skor rata-rata pre-test adalah 79,2 dan post-test adalah 85,2, sedangkan standar deviasi pre-test adalah 18,7 dan post-test adalah 11. Perbedaan signifikan dari t-test dan t-tabel melalui hasil pre-test dan post-test, hasil nilai t-test dari level signifikan 5% = 0,05, degree of freedom (df) = 19 menunjukkan bahwa nilai t-tabel adalah 2,093 dan nilai t-test adalah 33,080. Oleh karena itu, dapat disimpulkan bahwa hipotesis statistik H1 diterima dan hipotesis statistik H0 ditolak. Ini berarti*

*bahwa materi Item Berita dalam pengajaran dapat meningkatkan pemahaman siswa dalam membaca.*

**Kata kunci: Kemampuan membaca, Item Berita, Menggunakan Informasi Lama dan Informasi Baru**

## **INTRODUCTION**

In teaching English, there are four main skills as focus to achieve by students. One of them is Reading. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written.

In Longman Dictionary of Applied Linguistic, reading is said as perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension.

Hamra in Syatriana (2015) Using an interactive model of teaching reading comprehension is another effort to improve the reading comprehension of EFL students, especially the Indonesian Students.

Olviyanti (2015:9) Reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because of the parts of the body, our eyes particularly, do it.

It means that the readers know the meaning of every sentence could identify the main idea and be able to answer questions about a text. Paris in Middleton (2011: 10) Reading comprehension can be broadly defined as the process of constructing meaning by coordinating a number of complex processes that include language, word reading, word knowledge and fluency.

From explanation above, the students of SMA Muhammadiyah 9 has a problem in the English teaching and learning process. The problem related to students reading comprehension. The students are difficult to understand an English text. The researcher conducting, reading news item by using old and new information can help students in learning English well.

However, it is different from research before, the researcher will combine the research that found in previous. The researcher focuses on *“Improving Students Ability In Reading Comprehension News Text by Using Old and New Information”* . The reseacher suggests it would be better for English teacher to use old and new information

for teaching news item text in order to help the students improve their ability in arranging the sentences well.

So that the students can read the news item composition easily and to make their text easy to understand.

## **MATERIALS AND METHOD**

### **1. The Concept of Reading**

Reading is an activity to get information presented in the text. Anderson et al. in Burns (1992:35), explain that reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning.

Flesch in Burns (1992:35) defines reading as getting meaning from certain combination of letters. Teach the child what each letter stands for and he can read. In reading, meaning is constructed through interpretation of written symbols that represent language. The interpretation is influenced by the reader's past experience, language background, cultural framework and purpose for reading.

According to Brown (2007) as cited in Eka (2015:8), reading is a process of a negotiation of meaning. It means that reader combine information from text and their background knowledge to build meaning.

Readers have to employ all knowledge in their brain to make sense of the text and they pay attention to the text itself for the words, phrases clauses, sentences and the connection between sentences to comprehend the text.

Furthermore, Goodman in Bojovic (2010:1) stated that reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentences.

Readers make use of their existing background knowledge to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known.

#### *a. The Process in Reading*

According to Burns (1992:6) there are eight processes in reading.

One of them:

- 1) *Sensory Process* means perceives the printed symbol visually.
- 2) *Perceptual Process* means interpret what they see as symbols or words.

- 3) *Sequential Process* means follow the linear, logical, and grammatical patterns of the written words.
- 4) *Experiential Process* means relate words back to direct experiences to give the words meaning.

b. *Purpose of Reading*

The purpose of reading is implemented into the development of different reading types. Types and purposes of reading cannot be separated from comprehension. Each type will determine what to achieve during or after reading. In conjunction with this Clarke and Silberstein in Novary (2015:7) point out that classroom activities should parallel the real world as closely as possible.

Language is a tool of communication, so methods and materials should concentrate on the message, not on the medium. Then, the purpose of reading should be the same in class as they are in real life.

In general, there are four types of reading and thus purposes of reading (Clarke and Silberstein; Greenwood; Grellet, in Novary, 2015:7) they are :

- 1) skimming (in order to obtain the general idea of the author).
- 2) scanning (in order to obtain specific fact or piece of information).
- 3) intensive or thorough reading (in order to obtain a comprehensive understanding of a reading text, in this case, reading for detail).
- 4) critical reading (in order to evaluate information to determine where it fits into one's own system of beliefs).

According to Mariam (1991) she proposed that a major avenue of learning is through reading. Yet, if we do not understand what we are reading, we cannot learn or remember it. Comprehending is a major concern, then, of all teachers who use printed material in the classroom.

c. *Kinds of Reading*

There are several kinds of reading according to Indriati in Irmayani (2019) classifies reading into four kinds, namely: reading aloud, silent reading and speed reading.

1) Reading aloud

Reading aloud is very important device that cannot be overlooked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2) Silent reading

Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is written to discuss something written to mean to draw inferences and conclusions as well as to express a new idea on the basis of what is read.

3) Speed reading

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. This skill of speed reading must run side by side with comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading of scientific material.

4) Oral reading

In oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress and intonation. In oral reading the students will get experience in producing the sound which should be practiced as many times as possible.

2. The Concept of Comprehension

a. *Definition of Comprehension*

According to National Reading Panel (2000), comprehension is one of the five key components of essential reading instruction. Comprehension involves constructing meaning from reading traditional text in print form (books, papers, magazines), from listening to others read or from viewing text in one of the many media available in our world today.

Comprehension is the ability to understand and get meaning from spoken and written language (National Institute for Literacy [NIFL], 2001). Comprehension is comprised of a complex process involving knowledge, experience, thinking, and teaching (Fielding & Pearson, 1994). Therefore, effective comprehension instruction is necessary to help students understand, remember, and communicate with others about what is read to them and what they read (NIFL, 2001).

Broadly, as cited in Pourhusein (2016:230) according to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interactions and involvement with written language. McNamara and Magliano (2009) emphasized that this process is

a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

b. *The Strategies in Teaching Reading Comprehension*

In teaching reading, the teacher usually uses some questions as their technique in helping students to comprehend a text. In his book, Burns (1992) classifies seven types of questions that will be useful for guiding comprehension in a text. They are:

- 1) Main Idea – ask the children to identify the central theme of the selection
- 2) Detail – ask for bits of information conveyed by the material. The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas, cause-and-effect relationships, inferences, and so on are built.
- 3) Vocabulary – ask for the meanings of words used in the selection
- 4) Sequence – require knowledge of events in order of occurrence
- 5) Inference – ask for information that is implied but not directly stated in the material
- 6) Evaluation – ask for judgment about the material
- 7) Creative Response – ask the children to go beyond the material and create new ideas based on the ideas they have read.

There are a lot of strategies for reading comprehension. Pourhusein (2016:234-235) also explains several strategies for reading comprehension, those are:

1) Activating and using background knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consist of individuals' experiences with the world together with their concepts of how written text work, involving word recognition, print concept, word meaning, and how the text is formed (Anderson and Pearson in Pourhusein, 2016).

2) Generating and asking questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assist readers to combine information, recognize main ideas, and summarize information.

3) Making inferences

In this strategy, writers do not always provide full information about a topic, place personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make the meaning.

4) Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to obtain meaning from what they read.

5) Summarizing

Summarizing is a significant strategy that allows readers to remember the text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and how of opinions are related to each other.

6) Visualizing

Reader can make mental picture of a text to comprehend process they face during reading. This skill shows that a reader perceives a text. Based on Pressley in Pourhusein (2016:235), readers who form a mental image as they read are better able to remember what they have read than those who do not image.

7) Comprehension monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding.

8) *Levels of Reading Comprehension*

There several levels of reading comprehension that classified Burn in Irmayani (2019) as follows:

9) Literal Reading

Literal reading refers to the acquisition of meaning ideas or information that is explicitly stated on the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal was given, and following instructions. These skills, specially the first two are scanning skill.

#### 10) Interpretative Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. It is mentally exploring and taking position in relation to the facts and related details. When the reader does this, he is inferring.

#### 11) Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness and timeliness. The reader must be an active reader, questioning, searching for fact, and suspending judgment until he or she has considerate all the material.

#### 12) Creative Reading

Creative reading involves going beyond the material present by the author, creative reading requires the readers to use their imagination in creative solution to those by the writer.

### 1. Definition of News Item

According to Eltis (1990: 15-18) news item is to inform readers about events of the day which are consider newsworthy or important. From the definition above, it can be conclude that a news item is factual text which informs readers events of the day which are considered newsworthy or important.

According to Pardiyono (2007), the communicative purpose/social function of a news item is “to inform the readers or listeners about events of the day that are considered newsworthy or important. Similar to Pardiyono in Doddy (2008) argues that the social function of news item text is “to inform readers, listeners or viewers about events of the day which are considered newsworthy or important”.

### 2. The Social Function of News Item Text

According to Eltis (1990: 15-18) the social function of news item is factual text which informs readers of daily newspaper about events of the day which are regarded as newsworthy or important. Newspaper need to make the news as readable as possible in order to attract as many readers as possible. News stories especially the ones published in afternoon newspaper often make the events of the day as dramatic or as sensational as they can in order to make more people buy them.

### 3. The General Structure of News Item Text

According to Eltis (1990: 15-18) the general structure of news item text, they are :

#### a. Newsworthy Events

The newsworthy events stage is put at the beginning because the reader needs to get the angle on the events before deciding whether to read on. This stage gives information about who, what, when, where and why the events occurred. This information has to be compressed into a small space because news story writers have to share space on the page with lots of other newspaper stories.

#### b. Background Events

Background events is the news story gives information about the events that lead up to. It can include information about how and why the events occurred, the circumstances surrounding the crisis. After the lead up events, the news writer will often give more information about what happened during and after the crisis what is likely to happen in the future. The stage fills out the context of the events for the reader.

#### c. Sources

The news story has to show where the journalist got the information about the events. The news story is suppose to be about real events. If the writer is to appear reliable or the writer wants to highlight its importants, she needs to point to a reliable and relevant source of information. This stage is called sources because it shows who provided the information. The sources point up the significance of the events that lead to and follow the crisis makes the events newsworthy.

### 4. The Significant of News Item Text

According to Eltis (1990: 15-18) the significant of news item

- a. Short, telegraphic information about story summarize in one sentence headline. For example, KILLER CYCLONE WRECKS 4 TOWNS.
- b. Use of material or action processes to re-tell story. For example, start move, left, destroy, flatten, rip, through, were unroof, drown, etc.
- c. use of projecting verbal processes in sources stage. For example, Gino thought....., Premier Mike Ahern declar....., Police at Ayr said....., etc.
- d. Focus on circumstantial meanings (especially in newsworthy background). For example, into devastate northern Queensland....., last night....., into

declare disaster areas...., in immediate response to reports of widespread damage...., etc.

- e. Often dramatic use of participant structure especially thematic position. For example, Troops start...., Cyclone Avivu Left a toll of misery..., Winds of up to 210 km/h- just as intense as Cyclone Tracy which devastate...., Tracy-rip trough..., At least 100 homes in the tiny sugar town of Ayr were...., etc.

### 5. Purpose of News Item

According to Eltis (1990: 15-18) news item text is use to inform readers about events of the day which are consider newsworthy or important. Or

- a. To inform the readers about newsworthy or important events of the day
- b. To present information the readers about newsworthy or important events of the day.

### 6. The Characteristics of News Item

According to Eltis (1990: 15-18) the characteristics of news item

- a. Focusing on circumstances
- b. Using material process
- c. Using action verbs
- d. Using saying verbs
- e. Using adverb of time, adverb of place, adverb of manner.

## METHOD

This research apply pre-experimental method with one group pre-test and post-test. This design involved one group that will be pre-test (X1), expose to treatment (X), and post-test (X2). It aim at obtaining the concept account whether or not first aid in English system method develop the students' reading ability.

In this research, the reading test was chosen as instrument for collecting data. The reading test is for both pre-test and post-test which to give class.

In analyzing the data, the researcher applied some steps as follows :

1. Scoring the students' answer :

$$\text{Score} : \frac{\text{the correct answer}}{\text{total number of items}} \times 100$$

(Sudjana in Yasin, 2010)

2. Classifying the score of the students into the following criteria

In order for the raw scores to become more meaningful, they should be convert to numerical data, which has been process to the scale of 0 to 100. Then, the process scores could be used as a basis to make decisions. If all the students'' scores to arrange from the high to the low, it would be easier to know the position of a student in his/her group.

**Table 1. Classifying the score of the students**

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

(depdikbud, (2017:21)

- Using SPSS (Statistical Product and Service Solution) determine the students' value.
- Calculating the mean score of the students' test by using SPSS.
- Finding the improvement's percentage of students' reading comprehension news item by using SPSS.
- To find out the significant different between the pre-test and post-test by calculating the value of the test using SPSS.

## RESULT

The result of the data collected through answer-question test that consisted of 10 questions of multiple choice in pre-test and post-test.

- The analysis of the score of Pre-test

The researcher tabulated the students' raw score and second, determined the quality of the student' score into the rate percentage and score classification as follows:

Table 2. The classification and the rate percentage of the students pretest

No.	Score	Classification	Pre-test Score	
			F	%
1.	96 – 100	Excellent	4	20%

2.	86 - 95	Very good	6	30%
3.	76 - 85	Good	4	20%
4.	66 - 75	Fairly good	1	5%
5.	56 - 65	Fair	2	10%
6.	36 - 55	Poor	2	10%
7.	0 - 35	Very poor	1	5%
Total				100%

After calculating the result of the students' pretest, the mean score and standard deviation were presented in the following table:

**Table 3. The mean score and standard deviation of the students' pretest**

Test	Mean score	Standard deviation
Pre-test	79.2	18

2. The analysis of the score of Post-test

The researcher tabulated the raw score and then, determined the quality of the students' into rate percentage and score classification as follows:

**Table 4. The classification and the rate percentage of the students posttest**

No.	Score	Classification	Post-test Score	
			F	%
1.	96 – 100	Excellent	4	20%
2.	86 - 95	Very good	6	30%
3.	76 - 85	Good	2	10%
4.	66 - 75	Fairly good	5	25%
5.	56 - 65	Fair	1	5%
6.	36 - 55	Poor	2	10%
7.	0 - 35	Very poor	1	5%
Total			20	100%

After calculating the result of the students' posttest, the mean score and standard deviation were presented in the following table:

**Table 5. The mean score and standard deviation of the students' posttest**

Test	Mean score	Standard deviation
Post-test	85.2	11

### 3. Significant testing

Analyzing t-test is used to find out the significant difference of the students' pre-test and post-test. In order to know the level significance 5% (0.05), degree of freedom (df) = N – 1 (df is N – 1 = 20 – 1 = 19), it was found that t-table value is 2.093 the result of the calculation as follows:

**Table 6. Distribution the value of t-test and t-table**

t-test	t-table
33.080	2.093

The data on the table above showed about the value of t-test is higher than the value of the t-table. It indicated that there was a significant difference between the result of the students' in reading comprehension after treatment.

It can be concluded that there was significant difference between the results of the in reading comprehension before and after taught by news item text .

This also mean that null hypothesis ( $H_0$ ) There is no significant difference of students' reading comprehension before and after taught News Item is rejected and the alternative hypothesis ( $H_1$ ) There is significant difference of students' reading comprehension before and after taught News Item is accepted.

## DISCUSSION

The discussion shared with arguments and further interpretation of the research findings of the result the pre test and post test result. The description of the data collected through test as explained in the previous section showed that the students reading comprehension improved considerably. It was supported by the mean score rate of the students pre test and post test.

Using News item improved the students reading comprehension more meaningfully. News item was able to change the students reading comprehension better than before.

It proved that the problem on the background still occurs, the use news item was successfully maximized the students reading comprehension. The students were encouraged with the use news item in their reading.

In this part, the result of findings would be explained clearly about students' in reading news item text by using old and new information. Hence, it can be concluded that statistically hypothesis of  $H_1$  was accepted and the statistically hypothesis of  $H_0$  was rejected. It means that the material of News Item in teaching can improve the students' comprehension of reading.

Literal comprehension represents the ability of the students to understand the content of the text. A main idea was more than just guessing what was going to happen next. Main idea helped students become actively involved in reading and helped to keep their interest level high. Main could also helped the students more fully comprehend what they had read and was retain the information for longer periods of time.

From the supporting details, the students literal comprehension was categorized into good in supporting details on pretest but after treatment, categorized into excellent in supporting details on posttest. It indicated that the score of supporting details in posttest was higher than pretest.

From the make conclusion that before giving the treatment, the students interpretative comprehension was categorized into good in make conclusion on pretest but after treatment, categorized into excellent in make conclusion on posttest.

Based on the discussion above, it stated that an active reading still needed to improve the students reading on their level of comprehension. Based on the research result, than the students have already made significant progress in the reading after they are given the treatment.

## **CONCLUSION**

After conducting the Experimental Research about Improving the Students' Reading Comprehension News Item in SMA Muhammadiyah 9 and based on research findings in the previous chapter, the researcher concluded, teaching material about news item text is effective to improve the students' reading comprehension in spesific information.

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