



The Effect of the Guided Reading Model Assisted by the Kwl (Know-Want to Know-Learned) Method on Reading Interests of Class V Students

Nursinar¹, Sulfasyah², Munirah^{3*}

Universitas Muhammadiyah Makassar

* Corresponding Author. E-mail: ¹ nursinar2@gmail.com

Receive: 12/08/2022

Accepted: 15/09/2022

Published: 01/10/2022

Abstrak

Penelitian ini bertujuan untuk mengetahui minat membaca siswa kelas V melalui penerapan Model *Guided Reading* Berbantuan Metode KWL (*Know-Want To Know-Learned*). Jenis penelitian ini adalah penelitian kuantitatif dengan *Quasi Eksperimental Design*. Design penelitian yang digunakan adalah *Nonequivalent Control Group Design*, dalam penelitian ini diberikan perlakuan tertentu (*treatment*) yaitu kelas kontrol dan kelas eksperimen. Sampel dalam penelitian ini adalah siswa kelas V Se-Gugus VII Kecamatan Biringkanaya Kota Makassar yang berjumlah 48 siswa. Teknik pengumpulan data yang digunakan adalah pemberian angket. Teknik analisis data yang digunakan yaitu menggunakan statistik deskriptif, statistik inferensial, uji hipotesis T dan manova. Hasil penelitian menunjukkan bahwa hasil angket minat membaca siswa kelas V pada kelas eksperimen yang menggunakan Model *Guided Reading* Berbantuan Metode KWL (*Know-Want To Know-Learned*) memperoleh nilai rata-rata 83,09 yang berarti minat membaca siswa sangat baik. Maka dapat disimpulkan bahwa terdapat pengaruh model *Guided Reading* berbantuan metode KWL (*Know-Want To Know-Learned*) terhadap minat membaca siswa Kelas V Se-Gugus VII Kecamatan Biringkanaya Kota Makassar.

Kata Kunci: Model *Guided Reading*, Metode KWL, Minat Membaca

Abstract

This study aims to determine the reading interest of fifth grade students through the application of the KWL (Know-Want To Know-Learned) Method Assisted Reading Model. This type of research is a quantitative study with a Quasi-Experimental Design. The research design used was Nonequivalent Control Group Design, in this study was given certain treatment (treatment), namely the control class and the experimental class. The sample in this study were students of class V in Cluster VII, Biringkanaya District, Makassar City, totaling 48 students. The data collection technique used was giving questionnaires. The data analysis technique used was descriptive statistics, inferential statistics, hypothesis testing T and manova. The results showed that the results of the fifth grade students' reading interest questionnaire in the experimental class used the KWL (Know-Want To Know-Learned) Assisted Reading Model.) obtained an average value of r ata 83.09 which means the students' interest in reading is very good. So it can be concluded that there is an influence of the Guided Reading model assisted by the KWL (Know-Want To Know-Learned) method on the reading interest of Class V students throughout Cluster VII, Biringkanaya District, Makassar City

Keywords: *Guided Reading Model, KWL Method, Interest in Reading*

Introduction

Indonesian is a subject that must be taught from elementary school to university. This is because Indonesian is the national language as well as the state language in Indonesia. To improve quality in the use of Indonesian, teaching is carried out from an early age, namely starting from elementary school which will later be used as the foundation or basis of education to a higher level.

Learning Indonesian in elementary schools aims to help students master the four language skills, namely listening, speaking, reading and writing.

Reading is one part of the aspect of language skills. Reading is very useful for training students' thinking skills. By reading students can get information from what they read. In addition, students will also be greatly assisted, both in learning at school and in everyday life (Tampubolon. D.P., 2013). If a person does a lot of reading activities, he will automatically increase vocabulary, increase knowledge, train speech organs, train reasoning power, and also be able to respond to the contents of the reading he reads. The purpose of reading in general is to obtain information, include content and understand the meaning contained in a reading material. By reading, one can broaden one's horizons and knowledge. The more someone reads, the wider their horizons.

Interest in reading is a strong desire accompanied by one's efforts to read. Someone who has a strong interest in reading will be realized in his willingness to get reading material and then read it on his own awareness or encouragement from outside (Rahim, 2018). Reading interest is influenced by two groups, namely personal factors that come from within the child itself and institutional factors that come from outside the individual. (Putra, 2019). Interest in reading is a tendency to have a strong desire or interest and is accompanied by efforts in a person towards reading activities that are carried out continuously and followed by pleasure without coercion. (Abdul, 2001).

Starting from this interest in reading, children can improve their ability to read comprehension. Reading is meant to get the meaning of what he reads. Good readers try to get meaning in the form of understanding from what they read. Reading comprehension is a reading

activity directed at gaining an understanding of the content of the reading.

The development and development of language abilities and skills that are pursued in schools are oriented towards four types of language skills, namely listening skills, speaking skills, reading skills, and writing skills. The four language skills are closely related to one another. Indonesian language learning in elementary schools for the lower grades is more focused on the ability to write at the beginning level, while for the higher grades the ability to think in writing is required.

Reading is one of the receptive written language skills. Reading skills can be developed separately, apart from listening and speaking skills. However, in societies that have a developed literacy tradition, reading skills are often developed in an integrated manner with listening and speaking skills.

According to (Dalman, 2013) revealed that reading is the development of skills that start from words and continue to critical reading. This becomes an important basis for achieving something successful, because with interest someone becomes motivated to do something. According to (Crow, 2010) "Interest can show the ability to provide a stimulus that encourages us to pay attention to a person, item or activity, or something that can influence the experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participating in that activity. According to (Slameto, 2017) "Interest is a feeling of liking and a sense of interest in something or activity, without being told. Activities that are of interest to someone are noticed continuously accompanied by a sense of pleasure.

Interest is always followed by feelings of pleasure and from there satisfaction is obtained. Interest has a big influence on learning, because if the lesson material being studied is not in accordance with students' interests, students will not study well. Learning materials that interest students are easier to learn because interest adds encouragement to learn.

Reading is essentially a complex thing that involves many things, not just reciting text, but also involving visual, thinking and metacognitive activities. As a visual process, reading is a process of translating written symbols (letters) into spoken words. As a thought process, reading includes word recognition activities, literal understanding, interpretation, critical

reading, and creative understanding. Initial experience can be built through reading activities.

Reading is an activity that is very common for anyone, anywhere and anytime. Someone tends to read more than watch or hear when someone is looking for the information needed. Besides that, according to experts, reading activity is actually the only fast way to absorb and understand data or information, because when reading, a person's brain actually participates actively in capturing that information. (Hermawan et al., 2020). There are many views on the meaning of reading. Reading is a process that is carried out and used by someone to obtain messages contained in written language. Through reading activities, a person will be able to explore and seek various kinds of knowledge stored in books and other written media (Sudiarna Ningsih, 2022). Reading is a complex activity by exerting a large number of separate actions, including people having to use understanding and imagination, observing and remembering. (Soedarso, 2014). Based on some of the descriptions of the statements that have been submitted, it can be concluded that reading is a complex activity that is carried out and used by someone to get the message that the writer wants to convey through the medium of words or written language.

Everyone doing work generally has the same tendency, namely one of them is to achieve goals (Salmia, 2020). The same goes for reading work. The main goal in reading is to seek and obtain information, include content and understand the meaning of reading.

According to (Rahim, 2018) stated that "interest in reading is a strong desire accompanied by one's efforts to read. Someone who has a strong interest in reading will be realized in his willingness to get reading material and then read it on his own awareness or encouragement from outside. Interest in reading is a strong and deep concern accompanied by a feeling of pleasure towards reading activities so that it can direct someone to read on their own accord or encouragement from outside. Interest in reading is also a person's feeling of pleasure towards reading because of the thought that by reading it can be of benefit to him.

Based on the opinions above, it can be concluded that interest in reading contains elements of desire, attention, awareness, and pleasure to read. Interest in reading is a tendency to have a strong desire or interest and is accompanied by efforts in a person towards reading activities which are carried out

continuously and followed by pleasure without coercion, at his own will or encouragement from outside, so that a person understands or understands what he read.

According to (Tarigan, 2008), suggests that reading interest is influenced by two groups, namely personal factors and institutional factors.

- a. Personal factors, namely factors that come from within the child itself include: age, gender, intelligence, reading ability, attitude, psychological needs.
- b. Instructional factors are examples of factors that come from outside the individual itself which include: 1) the availability of books, 2) socioeconomic status, 3) the influence of parents, peers and teachers. Interest in reading is not in itself owned by a student but must be formed. This formation is due to the encouragement that drives the birth of behavior that leads to the achievement of a goal.

Reading is a process of complex communication activity. Reading aims to see, understand the content or meaning, and get the message the writer wants to convey through the media of words or written language, so that an understanding of the reading is obtained. So in the process of reading we are required to be able to visualize a situation from the form of writing towards creating or re-creating the world of the writer to our world. Through the process of imagination and thinking in this way, it will bring benefits in all aspects of our lives, especially those related to our work. To foster someone's interest or pleasure in reading activities, then that person must be able and happy to read, because reading as an interest has the goal of instilling the habit and pleasure of reading in a person..

It is increasingly realized that a reading society is a requirement in realizing a learning society which is one of the characteristics of an advanced and civilized society. Reading is the key to learning and by reading we can eliminate our curiosity about the information and knowledge contained in the text we read. As William Baker's opinion quoted by Gie (1995:57), that "about 85% of all studies in tertiary institutions consist of reading". By developing an interest in reading, a person will be able to improve one's ability to write both in the mother tongue and in other languages. In addition, people who maintain mental activity by reading, solving puzzles, etc. are less likely to experience cognitive impairments and other symptoms.

Based on the background of the problems that have been stated above, the purpose of this

study is: to determine the reading interest of fifth grade students through the application of the Guided Reading model assisted by the KWL (Know-Want to Know-Learned) method.

Method

The type of this research is quasi-experimental research, namely experimental research conducted in two groups, namely the experimental group or the control group.

The research design used was the Non-Equivalent control group design, namely in the form of a two-group pre-test-post-test design. The experimental research was carried out in two groups that were randomly selected and no stability and clarity tests were carried out before the group was given treatment. (Sugiyono, 2015). This quasi-experimental research was conducted in two groups, namely the experimental group and the control group. This type of research has a control group, but cannot fully function to control external variables that affect the implementation of the experiment. The first group is the experimental group which will be given treatment in the form of applying the Guided Reading model assisted by the KWL (Know-Want to Know-Learned) method, while the control group will be given treatment in the form of applying the Guided Reading model only..

Data collection techniques are the most strategic steps in research, because the main goal of research is to obtain data as a source of data. The data in this study were collected by giving a questionnaire.

The data analysis technique used in this study is divided into two, namely descriptive statistical analysis and inferential statistical analysis.

The hypothesis test is carried out after testing normality and homogeneity with normal and homogeneous distribution, then the analysis is continued with hypothesis testing: how is the interest in reading of class V students in Cluster VII Biringkanaya District, Makassar City through the application of the Guided Reading model assisted by the KWL (Know-Want to Know) method? -Learned)?

The hypothesis was analyzed using the T test with the following criteria:

- If $t \text{ count} < t \text{ table}$, then H_0 is accepted and H_a is rejected.
- If $t \text{ count} > t \text{ table}$, then H_0 is rejected and H_a is accepted.

Results and Discussion

This research is a quantitative research type of experiment (Quasi Experiment) with class V samples, a total sample of 48 students. This study uses an experimental class and a control class, where the number of students in the experimental class is 24 students, the number of students in the control class is 24 students.

The research design used was the Pretest Posttest Control Group Design. In this design, two schools were randomly selected, namely UPT SPF SD Negeri Malewang as the experimental class group, and UPT SPF SD Inpres Mandai as the control class, then given a pretest and posttest. Hypothesis testing using the T test and the Manova test.

Table 1 Categorization of Reading Interests in Experimental Classes Before and After the Implementation of the Guided Reading Learning Model Assisted by the KWL (Know-Want to Know-Learned) Method

No.	Rentang Nilai	Frekuensi	Persentase (%)	Frekuensi		Kategori
				Sebelum	Setelah	
1	80,2 7- 100	6	25%	1	5	Sangat Baik
2	61,5 2- 80,2 6	11	45.83 %	9	37.50 %	Baik
3	42,7 6- 61,5 1	7	29.17 %	0	0%	Cukup
4	25- 42,7 5	0	0%	0	0%	Kurang
Jumlah		24	100%	2	4	100 %

Based on the results of statistical analysis of reading interest in the experimental class before using the KWL (Know-Want to Know-Learned) Assisted Reading learning model, it obtained a maximum score of 85.83 and a minimum score of

44.17 with an average acquisition value of reading interest of 68.19.

From the table of categorization of reading interest in the experimental class before using the KWL (Know-Want to Know-Learned) Method Assisted Reading learning model above, it shows that 7 students got the sufficient category with a percentage of 29.17%, 11 students got the good category with a percentage of 45.83%, and 6 students get very good category with a percentage of 25%.

Based on the results of statistical analysis of interest in reading in the experimental class after using the Guided Reading Assisted Learning model of the KWL (Know-Want to Know-Learned) method, it obtained a maximum score of 95 and a minimum score of 66.67 with an average acquisition value of reading interest of 83.09.

From the categorization table of reading interest in the experimental class after using the KWL (Know-Want to Know-Learned) Method Assisted Reading learning model above, it shows that 9 students got the good category with a percentage of 37.50% and 15 students got the very good category with a percentage of 62.50%.

Table 2 Categorization of Interest in Reading in the Control Class Before and After the Application of the Guided Reading Learning Model

No.	Rentang Nilai	Frekuensi	Persentase (%)	Frekuensi	Persentase (%)	Kategori
		Sebelum	Sebelum	Sebelum	Sebelum	
1	80,27-100	5	20.83%	11	45.83%	Sangat Baik
2	61,52-80,26	15	62.50%	13	54.17%	Baik
3	42,76-61,51	4	16.67%	0	0%	Cukup
4	25-42,75	0	0%	0	0%	Kurang
Jumlah		24	24%	24	100%	

Based on the results of statistical analysis, the control class' reading interest before using the Guided Reading learning model obtained a maximum score of 87.50 and a minimum score of

52.50 with an average acquisition value of reading interest of 69.82.

From the categorization table of reading interest in the Control class before using the Guided Reading learning model above, it shows that 4 students got the moderate category with a percentage of 16.67%, 15 students got the good category with a percentage of 62.50%, and 5 students got the very good category with a percentage 20.85%.

Based on the results of statistical analysis of interest in reading, the control class after using the Guided Reading learning model obtained a maximum score of 94.17 and a minimum score of 61.67 with an average acquisition value of reading interest of 76.70.

From the categorization table of reading interest in the Control class before using the Guided Reading learning model above, it shows that 13 students got the good category with a percentage of 54.17% and 11 students got the very good category with a percentage of 45.83%.

Table 3 Results of the Normality Test of Interest in Reading in the Experiment Class After the Application of the Guided Reading Learner Model Assisted by the KWL (Know-Want to Know-Learned) Method)

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest Eksp MB	.166	24	.084	.916	24	.074

a. Lilliefors Significance Correction

Based on the output of the SPSS program above, it can be shown that the sig. obtained by 0.084 for the Kolmogorov-Smirnov statistic and 0.074 for the Shapiro-Wilk statistic. These two values indicate that the value obtained is greater than the significant level $\alpha=0.05$ (sig. > 0.05), so it can be concluded that the value of reading interest in the experimental class (Post-Test) is normally distributed. In addition, in the Normal Q-Q Plot of Post Experiment_MB image, it can be shown that the points representing reading interest data do not converge (far apart) on the normal linear line.

Table 4 Results of the Normality Test of Interest in Reading in the Control Class after applying the Guided Reading Learning Model

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest Kontrol MB	.168	24	.078	.925	24	.076

Based on the output of the SPSS program above, it can be shown that the sig. obtained by 0.078 for the Kolmogorov-Smirnov statistic and 0.076 for the Shapiro-Wilk statistic. These two values indicate that the value obtained is greater than the significant level $\alpha=0.05$ (sig. > 0.05), so it can be concluded that the value of reading interest in the experimental class (Post-Test) is normally distributed. In addition, in the Normal Q-Q Plot of Post Experiment_MB image, it can be shown that the points representing reading interest data do not converge (far apart) on the normal linear line.

Table 5 Homogeneity Test Results of Interest in Reading Control Class and Experiment Class

Test of Homogeneity of Variances

Minat Membaca

Levene Statistic	df1	df2	Sig.
1.410	1	46	.241

Based on the Levene Statistics test in the table above, a significance of 0.241 is obtained. This significance value is greater than 0.05, so it can be concluded that the reading interest data in the control class and the experimental class come from a homogeneous population.

Table 6 Interest in reading for fifth grade students after applying the Guided Reading learning model assisted by the KWL method (Know-Want to Know-Learned)

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Minat Membaca	Equal variances assumed	1.410	.241	2.253	46	.029	6.38958	2.83607	.68087	12.09829
	Equal variances not assumed			2.253	45.098	.029	6.38958	2.83607	.67779	12.10137

Based on the test on the independent T-test table above, a significance of 0.029 was obtained. This significance value is less than 0.05, so it can be concluded that the reading interest of fifth grade students in Cluster VII Biringkanaya District, Makassar City after the application of the Guided Reading learning model assisted by the KWL (Know-Want to Know-Learned) method has a good effect. From the results of the SPSS analysis, there is a Mean Difference (average difference) in reading interest between the control class and the experimental class after learning of 6.38. Where for the control class obtained an average reading interest value of 76.70 and the experimental class obtained an average reading interest value of 83.09.

DISCUSSION

Descriptively, the results of the study are concerned with increasing the reading interest of students who are taught using the guided reading learning model and students who are taught with the guided reading learning model assisted by the KWL (Know-Want to Know-Learned) method can be seen in table 4.20. Based on the table, the average post-test score obtained by students in the

experimental class was 84.51, while the average value obtained by students in the control class was 79.06. This shows that the average posttest score in the experimental class is higher than the average value in the control class.

Next, a hypothesis test was carried out using an independent sample t test. Based on the tests that have been carried out, a significant value of 0.000 is obtained, this value is less than 0.05, so it can be concluded that there is an influence of the application of the guided reading learning model assisted by the KWL (Know-Want to Know-Learned) method on reading interest. From the results of the SPSS analysis, there is a Mean Difference (average difference) in problem solving abilities between the experimental class and the control class of 5.45.

This study will investigate differences in reading interest between the application of the guided reading learning model and the application of the KWL (Know-Want to Know-Learned) assisted learning model on students' reading interest. In this study, two classes were used which were divided into a control class and an experimental class. The control class will be given treatment using the Guided Reading learning model while the experimental class will be given treatment using the Guided Reading learning model assisted by the KWL (Know-Want to Know-Learned) method.

Learning with the Guided Reading learning model is a guided learning model to assist students in using strategies to learn to read independently. In guided reading the emphasis is not on how to read, but more on reading comprehension. Independent learning must have a driving force from within the student or an impetus from outside the student.

While learning with the Guided Reading learning model is assisted by the KWL (Know-Want to Know-Learned) method, is an integrated model and way to attract students in active learning. So students will be active in learning independently. This method is relevant or in line with use in increasing students' interest in reading, where students will be guided to be able to study independently. Thus it will affect the interest in reading these students.

Interest in reading is the potential to read voluntarily, accustomed to reading and interacting with reading material regularly or repeatedly. These activities can be carried out if using an appropriate learning model or method in the learning process. One solution that can be offered in increasing students' interest in reading is to

apply a Guided Reading learning model assisted by the KWL (Know-Want to Know-Learned) method. This learning model will assist students in using strategies to study independently and with the help of the KWL (Know-Want to Know-Learned) method can make students interested in learning in active learning. So that it will affect students' interest in reading.

This is in line with research conducted by (Retariandalas, 2017) entitled "The Influence of Reading Interest and Learning Motivation on Students' Indonesian Learning Achievement". In this study, it was revealed that there was a significant effect of interest in reading and motivation to study together on achievement in learning Indonesian. The same thing was also done by (Saadati & Sadli, 2019) entitled "Analysis of the Development of a Literacy Culture in Increasing Students' Interest in Reading in Elementary Schools", in the journal of basic education and learning, volume 6 number 2. This research reveals that the development of a literacy culture has an impact on increasing students' passion, love, and interest in reading which can be seen at State Elementary School 01 Kauman Malang City.

The difference between the research that I conducted and the research conducted by Retariandalas was that I made reading interest the dependent variable while Retariandalas made reading interest an independent variable that influenced or caused the emergence of the dependent variable, the observation period was carried out in 2017. Meanwhile, the difference between my research and research What Muhamad Sadli did was I used the learning model, namely Guided Reading with the help of the KWL (Know-Want to Know-Learned) method to see the effect on reading interest, while Muhamad Sadli would analyze the development of a literacy culture on students' reading interest. In addition, the observation period was carried out in 2019.

Conclusion

As with the descriptive analysis of reading interest obtained by the experimental class using the Guided Reading learning model assisted by the KWL (Know-Want to Know-Learned) method, the average value of reading interest obtained by students prior to learning was 68.19 and the average value of interest in reading obtained by students after learning was 83.09, then the control class using the Guided Reading learning model averaged the value of students'

interest in reading before learning was 69.82 and the average value of reading interest obtained by students after learning was 76, 70. Therefore it can be concluded that the Guided Reading learning model assisted by the KWL (Know-Want to Know-Learned) method is better at increasing students' interest in reading compared to the Guided Reading learning model.

Bibliography

- Abdul, R. (2001). *Membaca dalam Kehidupan*. Gema Media.
- Crow, C. (2010). *Educational Psychology. (Terjemahan)*. Bina Ilmu.
- Dalman. (2013). *Keterampilan Membaca*. Raja Grafindo Persada.
- Hermawan, R., Rumaf, N., & Solehun, S. (2020). Pengaruh Literasi terhadap Keterampilan Membaca pada Siswa Kelas IV SD Inpres 12 Kabupaten Sorong. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 2(1), 56–63. <https://doi.org/10.36232/jurnalpendidikandasar.v2i1.411>
- Putra, I. P. K. A. P. (2019). The Implementation of Know-Want-Learn (K-W-L) Strategy in Teaching Reading At Eleventh Grade of Sma Negeri 3 Singaraja. *Language and Education Journal Undiksha*, 2(1), 30–37. <https://doi.org/10.23887/leju.v2i1.20282>
- Rahim, R. (2018). *Tradisi Baca Gilir dan Budaya Resensi Sebagai Strategi Menyiasati Keterbatasan Buku di Perpustakaan Sekolah dalam Meningkatkan Minat Membaca dan Menulis Siswa SMP. Prosiding Seminar Nasional Pendidikan Era Revolusi "Membangun Sinergitas dalam Penguatan* Pe. 565–574.
- Retariandalas, R. (2017). Pengaruh Minat Membaca dan Motivasi Belajar Terhadap Prestasi Belajar IPA Siswa. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 7(2), 190–197. <https://doi.org/10.30998/formatif.v7i2.1529>
- Saadati, B. A., & Sadli, M. (2019). bangan Budaya Literasi dalam Meningkatkan Minat Membaca Siswa di Sekolah Dasar. *TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar*, 6(2), 151–164. <https://doi.org/10.24042/terampil.v6i2.4829>
- Salmia. (2020). Peranan Guru Mengatasi Kesulitan belajar Menulis dan Berhitung pada Siswa Kelas 1 Sekolah Dasar. © 2020-*Indonesian Journal of Primary Education*, 4(2), 152–162.
- Slameto. (2017). *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Rineka Cipta.
- Soedarso. (2014). *Speed Reading: Sistem Membaca Cepat dan Efektif*. Gramedia Pustaka Utama.
- Sudiarna Ningsih, E. A. (2022). The Analysis of Active Learning and Critical Thinking to the Student's Participation in English Debate Community. *Indonesian Journal of Psycholinguistics*, 1 Ni. 1.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Tampubolon. D.P. (2013). *Kemampuan Membaca: Teknik Membaca Efektif dan Efisien*. Angkasa.
- Tarigan, H. G. (2008). *Membaca sebagai Suatu Keterampilan Berbahasa*. Angkasa.