The Effect of Using NISP Strategy on Students Achievement in Reading Comprehension of the Tenth Grade of SMA GKPI Medan

Priska Dinda

English Department of FKIP at HKBP Nommensen University

Priskasitumorang1997@gmail.com

ABSTRACT

The objective of this study is to investigate the influence of NISP strategy on students' achievement in reading comprehension. The population was all of the tenth grade students of SMA GKPI Medan. The sample was the students of X-IPS 2 (experimental) and X-IPS 1 (control). This study used experimental design. The mean score of pre-test in experimental class was 64 and the post-test was 81,53. The mean score of pre-test in control group was 51,26 and the post-test was73,53. Moreover, the analysis of t-test showed that $t_{score} > t_{table}$ or $3,01 > 1,672$ at the level of significance 0,05 with the degree of freedom (df) 58. It is clear that the alternative hypothesis (Ha) is accepted. It means that NISP strategy is effective media in teaching reading narrative text.

Keywords: *NISP Strategy, Narrative Text, Reading*

Introduction

Teaching is a social process of delivering a subject or something or skills. It may include different forms such as values, manners, behaviors and stories. In education, teaching is concerted sharing of knowledge and experience, which is usually organized within a discipline and more generally. Teaching is shaping thought and action through giving instructions and performing practices that create a new behavior and capacity of the learners. Teaching also can defined as interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain activity.

English is one of the languages used by most people in this world. In this era, peoples are interested to improve their ability in English to communicate with other people who live in other countries. As a tool of International communication, English should be learned by people who live in every country which uses English as a foreign language, including Indonesia. To support Indonesian people to be able to use English, the Indonesian government add English into its educational curriculum. There are four skills in learning English namely listening, reading, speaking and writing. Every student should master those skills. In addition, Sitorus and Sipayung (2018) described that students have to comprehend in learning the language skills (Speaking, Listening, Reading and Writing). Reading is one of the important skills in learning English. Maxom (2009:139) states that reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. On the other hand, it really is not enough just to put a book or short text in front of the students and ask them to read, whether silently or out loud. Teacher can helps students develop a host of sub-skills through activities around reading. Teacher also makes life easier by selecting reading material that is both at the right level and somewhat interesting.

In reading, students are interested to know what the teacher has explained in the learning process. It means that the purpose of reading is to get an understanding of the text. A good way to develop English is reading comprehension. But some students still found the difficulty in reading a text. They do not know how to comprehend the text and get some information from the text. The students are getting bored when reading the text. Reading is not easy to learn. Most people read a text without

understanding it and they do not find any information from the text

Danielle (2007:6) states that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Consider a very simple-minded strategy for purposes of illustration. Teacher often instruct students to look up a word in a dictionary when they encounter a rare word with which they are unfamiliar. The strategic cognitive actions would be to read the word' defenitions in the dictionary, to reread the sentence in the text with the word and then to comprehend the sentence as a whole. Teacher and students have to know the characteristics of written language, because it is important to understand the strategies for reading comprehension. For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

Every student will face written texts every day. It might be found in books, newspapers, magazines, articles or on the internet. Each kind of written text which found by students gives so much information for them. But in their school, written texts are presented in their textbooks. Actually, the teacher does not use a technique in teaching English. Of course, the students will get boring in the learning process. Because of the learning process are not interesting. If they get boring, they will not continue to read the passage. A researcher found the students are difficult to mention the main idea and to determine the topic of the passage. It caused their lack of vocabulary mastery. Every student in a class has various abilities in comprehend the reading text. Some students can comprehend the text quickly, but most of them need a longer time to comprehend the text. Each student does not have the same ability. The teacher needs to use a cooperative learning strategy. cooperative learning is defined as group learning activities organized. Learning is dependent on the social structure to exchange information between learners in a group. Each learner is accountable for his or her own learning. Cooperative learning finds an effective instructional method. A successful way to enhance social and academic development among children.

There are some factors that make students could not comprehend English text well.

Students do not have a good motivation to support them to read the text, so they think that the text is not interesting. They think that in reading the text, they must comprehend every word so they must always look at the dictionary. It makes the students getting bored and not interested in reading the text. Reading difficulties can interfere in every step of the comprehension process. For example, to understand the text, the reader has to continually recall the preceding words, sentences, and pages in the text. Without the ability to connect each new word, sentence, or page, students cannot build a comprehensive understanding of the words they read.

Reading depends upon the difficulty level of the text, the unknown words in the text and background knowledge of the readers. They contribute to the reading activity which is to get the message of the writer. The difficulty level in a reading text should be adjusted to the level of the reader. In the academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from the unknown. After knowing something, students should understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain a successful process, the students must have the ability to bring them into a good comprehension in reading a text.

Brown (2004:306) states that strategies are those specisific "attacks" that we make on a given problem. Teachers can benefit from an understanding of what makes learners succesful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies. Teachers cannot always expect instant success in that effort since students often bring with them certain preconceived notions of what "ought" to go on in the classroom.

Brown mentions ten strategies for reading comprehension in classroom such as identify the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding, use efficient silent reading techniques for relatively rapid comprehension, skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings and capitalize on discourse markers to process relationships.

In the process of teaching reading, the teacher has important role to provide material, technique, and media to make the students can

learn something new in the classroom and also enjoy the process. The result of ths process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual. The teacher also should grip the principles of teachin reading so that the teacher teaches the students based on the rules.

There are four skills in English, such as reading, speaking, listening and writing. The scope of this research is about reading especially focus on reading comprehension. There are three main categories of text, such as expository, narrative, and argumentative. The writer will discuss about comprehending narrative text. According to Anderson and Anderson (2003:8) there are five parts of generic structure of narrative text: 1) an orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about who is in the story, when the story is taking place and where the action is happening. 2) a complication that sets off a chain of events that influences what will happen in the story. 3) a sequence of events where the characters react to the complication or called as a climax. 4) a resolution in which the characters finally sort out the complication. 5) a re-orientation that provides a comment or moral based on what has been learned from the story (an optional step). This research will discuss about students' achievement in reading comprehension by using noting, interacting, summarizing, and prioritizing (NISP) strategy for the tenth grade of Senior High School.

There are many definitions of reading. Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009:5). In the classroom, some teachers often use texts or books as media to deliver material of the subject. Reading is an activity in which the readers respond and make a sense of a text being read connected to their prior knowledge. The activity is done by the readers who want to get some information from the text meanwhile the readers have their own background knowledge. Automatically, they connect their knowledge with new knowledge from a text they are read. By doing this, the readers will conclude the knowledge become new information. reading is a process of decoding written symbols, working from smaller units to the large. Based on this quotation, it can be concluded that reading can be printed, written and monitoring text in order to get new information.

From some genre of a written text read by the readers, they must connect their background knowledge to construct meaning after understanding the text. To construct meaning and understand the writer's message from the text, the readers bring information, knowledge, and culture to the written words. Reading is about comprehending the written text we have read. Comprehension is the process of making sense of words, sentences, and text. Readers typically make the use of background knowledge, vocabulary, grammatical knowledge, experience with text and another strategy to help them understand the text. Comprehension is the ability to understand and to get meaning from spoken or written language. Comprehension is the process that involving knowledge, experience, thinking, and teaching. Therefore, effective comprehension is necessary to help the students to understand, remember, and communicate with others about what is read to them and what they read.

Reading comprehension is a complex process that involves some interaction between readers and what they bring to the text as well as the variables are related to the text itself. Irwin, 1991 in Klinger at.al, 2007 describes five comprehension processes that work together and connect to one another: micro process, integrative process, macro process, elaborative process, and interrogative process. The skill of reading is used by the reader to anticipate text information, choose the key information, organize summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Each reader has a different way to read a text which is appropriate with them. The teacher must give some skills to the students to make them understand the text easily. By using the skills, the students may increase their pleasure of the reading activity. Gerald (2009:13) states that strategy in contrast, is a plan. In reading, making predictions is a strategy because readers are thoughtful in using text clues and prior knowledge to make an initial predictions, but they remain ready to change or adjust a predictions when subsequenttext clues provide more information. There are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another.

In teaching reading, every teacher can makes a difference major in students' success or

failure to read effectively by promoting, coaching, and facilitating in their classroom. They also can provide the titles of the text that will bridge students' interests. They can choose literary selections that provide a balance reading component in their English language program. Teacher should pay attention to balancing the intensive and extensive reading. In the process of teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also enjoy the process. The result of ths process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual. The teacher also should grip the principles of teachin reading so that the teacher teaches the students based on the rules.

Herrel & Jordan (2002) state that NISP is a small group discussion that combines several techniques for using individual reading to support students' understanding of the informational text. The teacher uses modeling techniques in reading the text and shows the students how to do the NISP strategy. NISP strategy combines the use of dialogue journal and discussion technique (Rasinski & Padak, 2000 in Herrel & Jordan, 2002). The students begin by reading the text, taking notes, identifying what they see as the most important parts of the chapter they are read. In this case, the students are encouraged to think critically about the important point of the text. In the note, the students are engange in actively processing and monitoring their understanding of the information being read (Herrel & Jordan, 2002). To make note taking more effective, the students need to note immediately after reading the text. 1) The micro process refers to the reader's initial chunking of idea units within an individual sentence. "Chunking" involves grouping words into a phrase of a word that carries the meaning, requires an understanding syntax as well as vocabulary (Kligner, 2007). For example, consider the following sentences: Michael put red roses in a vase. The good readers will processes red roses together. The readers could not separate red and roses but immediately visualizes red as the color of roses. 2) Integrative Processes. The reader is processing more than the individual meaning unit within the sentences. The readers are also trying to make a connection across sentences actively. This process of comprehending and inferring the relationships among clauses is

referred to as integrative processing. Integrative processes have sub-skills that included being able to identify and understand . The following two sentences demonstrate how these sub-skills are applied:

Michael locked the door and the windows quickly.

He was afraid.

To whom does "he" apply? Good readers seem to know that he, in the second sentence refers to Michael in the first sentence. And also the good readers infer that Michael locked the door and the windows because he was afraid. 3) Macro Processes. The ideas are better understood and more easily remembered when the readers are able to organize them in a coherent way (Kligner, 2007). The readers do this by summarizing the key ideas they read. He or she either automatically or deliberately select the most important information to remember and delete less important details. Good readers also use an organizational pattern to help him or her organizes important ideas. 4) Elaborative Processes. The reader taps into his/her prior knowledge and makes inferences beyond points described explicitly in the text when they are read a text. The reader makes inferences that can or could not correspond with the intended by the author. The two sentences provided above Michael, he or she does not know why he was afraid. But the reader can predict the situation that there is someone had followed his home or maybe he was concerned about the strong winds outside. The reader may draw upon information provided in the text or upon his/her previous experiences. This process is called elaborative processing. 5) Metacognitive Processes. Metacognitive is a reader's awareness or control of the cognitive process. The reader uses those involved in monitoring understanding, selecting the ideas to remember, and regulating the strategies used when reading. In this process, the reader uses rehearsing (i.e. repeating information), reviewing, underlining the important words or sections of passage, note taking and checking the understanding.

From the statement above, the writer concludes that reading comprehension is to understand the written text, monitoring text to learn, find the meaning or some information from the text. Reading comprehension makes every reader get new information and it is important to increase their knowledge.

This step provides an opportunity for students to test their understanding of the text.

To increase the effectiveness of this step, the teacher must provide a clear structure for the student that gives the main categories or questions to complete as they read.

Then, they make a small group to discuss the text and compare the notes are taken by others. They are interacting in their groups. Interacting is done by discussing what they have noted individually in noting steps before. The group made to clarify important points and review the content. In the group, the students can ask what he/she is confused about the text they read. Good communication or interaction in the group will make the students comprehend the text clearly. The benefit of group interaction is to support comprehension material by each member of the group (Herrel & Jordan, 2002). The group works together to prioritize the information gathered from reading, deciding which of the notes qualify as main ideas and which are supporting details. The next step of this strategy is prioritizing. In this step, the students have to prioritize the information from reading the text. The students decide which of the notes qualify as main ideas and which are supporting details. In this step, students must be active in thinking that makes students comprehend the text better. Every group will summarize the result of their discussion in a piece of paper. The discussion technique is a group interaction to talk about the topic. The benefit of group interaction is to support comprehension for the reading text by each member of the group. The continual repetition of the sequence of reading, summarizing, and clarifying establish the metacognitive sequence that supports individual students as they transfer it to their own reading and studying (Herrel & Jordan, 2002). Using this strategy, each student is invited to participate actively in the learning process.

Harris & Steve, 2007 state that there are some procedures in the NISP strategy. They are: 1) Teaching or Reviewing Note Taking. Reviewing the text is done by the teacher by reading a brief lesson, think aloud as he/she reads. The teacher stops reading the text when he/she thinks that the idea is important. The students can use note cards, sticky notes, or journal entries to take notes. The teacher has to make it clear. The notes should certain only the most important facts the readers find when they read the material. The teacher should stress that the notes are not a complete sentence, just words or brief phrases that help to recall important information. 2) Providing Background Knowledge. In providing the background, the teacher explains how to find an important point from the text by using question words. Explain to the students to find cause and effect in the text. If the text related to any content, the teacher reviews this information so the readers have some background knowledge. If the material is new, the teacher provides some background information in the form of a brief video, or an explanation of some visual materials. 3) Assigning the Reading. Assigning is done by the teacher by giving a reading assignment to students and asks them to note the important points of the text. The teacher must tell the students that they will have a group activity where they will work to identify the most important points or concepts contained in the reading material. 4) Grouping and Explaining the Activity. After assigning the reading, teacher devices students into some group, each group consists of 3-5 students. The teacher explains to the group to prioritize the important points and concepts they have noted. The group meets together, share their notes and discuss the content they read. Group decides which notes or concepts these are most important to be remembered and understood and which are of secondary. Then the students identify which of the main idea and arrange the supporting detail under the main idea. After the group chart is created, the group must summarize the work that the group did and the decisions that were made. 5) Providing Time for Group Interaction. In providing time for the group, the teacher asks the group to complete their tasks. They compare notes, prioritize and summarize the reading text. 6) Bringing the Class Back Together. Finally, the teacher brings the class back together by asking them to sit back to their own seats. After that, the teacher creates a class summary in order to give a clear understanding of the text.

By using the NISP strategy, the students will more active in the learning process. They will analyze the text while taking the note (noting). The students will try to find the important ideas in the text that will be discussed in their group. After discussing in a group, the teacher will give some explanation to clear their opinion. Based on the explanation above, the NISP strategy will helpful for students to comprehend the text.

Method

This study was classified as experimental research. To collect the data, two groups of students was involved, an experimental group and a control group. The experimental group is the group that will teach by using the NISP strategy. While the control group is the group teach by using the conventional method. The population of this research was the students of grade X of SMA GKPI Padang Bulan Medan. Population was consists of seven parallel classes namely X IPA 1-X IPA 2 and X IPS 1-X IPS 2 with a total number of 120 students. From the total number of 120 students, the researcher was taken 50%. It was 60 students. The data of this study was collected by using a reading test. The data was collected by applying the multiple-choice test. Multiple choice' test is practical, reliable and they give the possibility of an easy and consistent process of scoring and grading. The test was consisted of 50 items. Each item of tests was included options, namely a, b, c, and d. Students had choose the correct answer to a narrative test by crossing the correct answer. The teacher made a test which consist of 50 items. The type of test was an T-test. For one correct answer was given 2 score points, so the maximum point of the test was 100. The test was administrated before and after the treatment is complete.

Before giving the treatments, a pre-test was administrated to the experimental group and control group. The pre-test was used to find out some sample and the mean score of each group. The experimental and control groups were taught by using the same topics but different treatments. It meant that in the experimental group was taught by using the NISP strategy, while in the control group was taught by using the conventional method. The treatment was given in 3 meetings. Each meeting used a different topic. Having given the treatments, the post-test was given to each group. The items of the post-test were exactly the same as the one in the pre-test. It was intended to discover the mean score of the experimental group and the control group.

The reliability intends to find out whether the test is reliable or not. The instrument of the test is valid, if it can measure and have a good content validity. In this research, the content of validity should be counted because the instrument is taking from the multiple choice. The data will calculate by using Kuder-Richardson formula 21 (KR21).
The calculation of reliability of the test:

$$M = \frac{\Sigma x}{N}$$
$$= \frac{408}{30}$$
$$= 13,6$$

The standard deviation can be concluded as the following

$$S = \sqrt{\frac{\Sigma x^2}{N}}$$
$$S = \sqrt{\frac{5195}{30}}$$
$$S = \sqrt{173,16}$$
$$S = 13,17$$

To obtaining the Reliability

$$r = \frac{k}{k-1}\left[1-\frac{M(K-M)}{kS^2}\right]$$
$$r = \frac{50}{50-1}\left[1-\frac{13,96(50-13,96)}{50(13,17)^2}\right]$$
$$r = \frac{50}{50-1}\left[1-\frac{13,96(36,4)}{50(173,44)}\right]$$
$$r = 1,02\left[1-\frac{495,04}{8.672}\right]$$
$$r = 1,02[1-0,05]$$
$$r = 0,96$$

From the calculation above, it shows that the coefficient of reliability of the test is 0,96. Based on Arikunto's theory about categorize of the reliability, the result above is very high. So, the test is reliable.

In this study, the writer used t-Test formula to calculate the difference between the result of pre-test and post-test in experimental and control group. The result of this calculation was to found whether the using of NISP Strategy has a significant effect to the students' reading comprehension. The t-Test was calculating as the following:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x}+\frac{1}{N_y}\right]}}$$

$M_X \quad = \Sigma\frac{x}{n} = \frac{1004}{30} = 33,46$

$M_Y \quad = \Sigma\frac{y}{n} = \frac{668}{30} = 27,8$

$dX^2 \quad = \Sigma X^2 - \frac{(\Sigma x^2)}{n}$
$\quad = 35.432 - \frac{(1004)^2}{30}$
$\quad = 35.432 - \frac{1.008.016}{30}$
$\quad = 35.432 - 33.600$
$\quad = 1.832$

$dY^2 \quad = \Sigma Y^2 - \frac{(\Sigma y^2)}{n}$

$$= 16.480 - \frac{(668)^2}{30}$$
$$= 16.480 - \frac{446.224}{30}$$
$$= 16.480 - 14.874$$
$$= 1.606$$

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

$$t = \frac{33,46 - 27,8}{\sqrt{\left[\frac{1.832 + 1.606}{30 + 30 - 2}\right]\left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t = \frac{5,66}{\sqrt{\left[\frac{3.438}{58}\right]\left[\frac{2}{30}\right]}}$$

$$t = \frac{5,66}{\sqrt{[59,27][0,06]}}$$

$$t = \frac{5,66}{\sqrt{[3,55]}}$$

$$t = \frac{5,66}{1,88}$$

$$t = 3,01$$

Testing the hypothesis was done to find out whether the hypothesis is accepted or rejected. The basic of testing hypothesis in this research are: If t-observed > t-table, the alternative hypothesis (Ha) will be accepted and the null hypothesis (Ho) will be rejected. If t-observed < t-table, the null hypothesis (Ho) will be accepted and the alternative hypothesis (Ha) will be rejected.

Based on the calculation of t-test, it was found that t-observed (3,01) was higher that t-table (1,672) for the value of t-table for degree of freedom (df)= Nx+Ny-2= 30+30-2=58 at the level significant α= 0,05. It can be seen as follows:

t-observed > t- table (α= 0,05) with df=58

3,01 > 1,672 (α= 0,05) with df=58

Thus, it can be said that Ha was accepted and Ho was rejected. In other words, it can be said that NISP strategy is significantly affect into students' reading narrative text.

Findings and Discussion
Research Finding

The objective of this study was investigated the influence of Noting, Interacting, Summarizing and Prioritizing (NISP) strategy for students' achievement in reading comprehension of the tenth grade of SMA GKPI Medan. After the writer applied this strategy on the tenth grade students of SMA GKPI Medan, the result showed that there was significant difference between teaching reading by using NISP strategy and without using NISP strategy. Teaching reading narrative text after using NISP strategy was more effective than teaching reading narrative text without using NISP strategy. It can be seen from the difference of mean score from both of the group. Based on the calculation, the mean score of experimental group (81,53) was higher than the control group (73,53). Then, the result of t-test was 3,01. Based on the calculation of t-test, it was found that t-observed (3,01) was higher that t-table (1,672) for the value of t-table for degree of freedom (df)= Nx+Ny-2= 30+30-2=58 at the level significant α= 0,05. Therefore, NISP strategy was significantly affects on reading comprehension of the tenth grade students of SMA GKPI Medan.

Table 1
Score of Control Class

No	Name	Pre-test	Post-test
1	AG	68	76
2	AH	54	74
3	AS	42	64
4	AN	40	62
5	AS	60	74
6	AS	60	78
7	BM	30	54
8	BB	58	70
9	CG	48	78
10	CP	62	76
11	DY	60	76
12	DS	70	80
13	DN	50	74
14	EP	52	80
15	ET	36	60
16	EG	50	66
17	ES	52	76
18	FS	56	78
19	HT	48	74
20	HH	60	78
21	HS	40	72
22	HM	40	74
23	IB	34	74
24	IH	64	82
25	JM	36	72
26	JA	56	76
27	KH	58	78
28	RS	52	78
29	RN	42	74
30	SH	60	78
	TOTAL	1538	2206
	MEAN	51,26	73.53

Table 2
Score of Experimental Class

No	Name	Pre-test	Post-test
1	BS	58	80

2	JM	36	78
3	JS	38	78
4	GV	62	84
5	KF	40	76
6	LD	58	88
7	LM	36	74
8	MM	60	80
9	MS	40	78
10	MN	46	78
11	NW	58	80
12	NA	64	88
13	PN	38	76
14	PA	48	80
15	PW	48	82
16	RH	60	80
17	RS	36	74
18	RS	30	74
19	RP	38	78
20	RS	40	78
21	RS	34	78
22	SH	44	74
23	TA	62	86
24	RK	60	82
25	VY	38	74
26	VN	30	74
27	VV	44	80
28	WS	48	84
29	WN	34	76
30	YA	36	76
	TOTAL	1364	2442
	MEAN	45,46	81,4

Conclusion

Based on the data analysis about the effect of using NISP strategy on students' achievement in reading comprehension of the tenth grade of SMA GKPI Medan, concluded that NISP strategy is a good strategy in teaching reading. So, it can conclude that NISP strategy is significantly affect on students' achievement in reading comprehension of the tenth grade of SMA GKPI Medan.

References

Anderson, M. & Anderson, K. 2003. Text Types in English 2. Macmillan Education Australia PTY LTD.

Brown, H. D. 2000. *Teaching by Principles*. United Kingdom: Pearson Education.

Danielle. 2007. Reading Comprehension Strategies. New York: Lawrence Erlbaum Associates

Gerald. 2008. Teacher and Teaching Strategies. New York: Nova Science Publishers.

Grabe, W. 2009. *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University)

Harris K.R & Steve Graham. 2007. *Teaching Readin Comprehension to Studentswith Learning Difficulties*. New York: The Guilford Press.

Herrel & Jordan, 2002. 50 *Strategies for Improving Vocabulary, Comprehension, and Fluency*: New Jersey: Pearson Merril Prentice Hall.

Irwin. 1991 in Klinger, at.al, 2007. *Teaching reading comprehension to Students with Learning Difficulties*. USA: The Guilford Press

Klinger, at.al, 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. USA: The Guilford Press.

Maxom, M. 2009. Teaching English As a Foreign Language. England: Wiley.

Rasinski & Padak. 2000 in Herrel & Jordan, 2002. 50 *Strategies for Improving Vocabulary, Comprehension, and Fluency*: New Jersey: Pearson Merril Prentice Hall.

SITORUS, Gadis Selvia; SIPAYUNG, Kammer (2018). An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan. **Celt: A Journal of Culture, English Language Teaching & Literature**,doi:https://doi.org/10.24167/celt.v18i1.562.