REFERENCES

Anthony, Edward M. 1963. "Approach, method and technique." *English Language Teaching 17:* 63-57

Ary, D., & Rajaviah, A. 1979. Introduction to Research in Education. New York Holt, Rinchart and Winston.

Berry, James. 2005. *Levels of Reading Comprehension*. Retrieved June 7, 2014 from http//www.sc4. edu/documents/studyskills/h7levelsreadingcomp.doc.

Best, J.W., & Kahn, J.V. (2006). *Research in Education*. (10th ed.) New York: Pearson Education.

Bracht, G. H., & Glass, G. V. (1968). The external validity of experiments. *American Education Research Journal, 5,* 437-474.

Brophy, Jare. 2010. *Motivating Students to Learn(3rded)*. New York: Taylor & Francis.

Brown, H. Douglas. 2000. *Principles of language Learning and Teaching.* New York: Addison Wesley Longman.

Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices.* New York: Longman.

Brown, F. A. (2008). Collaborative learning in the EAP classroom: Students' perception. ESP World, 17, 1-18.

California Task Force. 2002. *Reading, Every Child A Reader*. Retrieved December 15, 2014 from http://orton-gillingham.com/orton-gillingham2.asp-11k.

Dhieb, H.N. (2006). *Applying metacognitive strategies to skimming research articles in an ESP context*. Language Teaching Forum, number 1, 2006.

Dutcher, Peggy. 1990. Authentic Reading Assessment. *Practical Assessment Research and Evaluation*. Retrieved July, 6 2014 from http:// PAREonline.net/getvn. asp?v=22n=6.

ymock, S.J. (2007). Comprehension strategy instruction: Teaching narrative text structure awareness.*The Reading Teacher, 61*(2), 161–167

Fan, Y. C. (2010). The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension. Asian Social Science, 6(8), P19.

Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney: Antipodean Educational Enterprise (AEE).

Graesser, C. Arthur, 2007. An introduction to Strategic Reading Comprehension. In McNamara, S. Danielle (Ed.), *Reading Comprehension Strategies: Theories, Interventions and Technologies* (pp. 3-26). New York: Lawrence Erlbaum Associates

Gregory, R.J. (2000). *Psychological testing* (3rd ed.). Needham Heights, Massachusetts: Allyn & Bacon.

Johns, J.L. & Vanleirsburg, P. (1994) "Promoting The Reading Habit; Consideration and Strategies" Newark, Delaware, IRA: Cramer/Castle.

Karabuga, F., & Kaya, E. S. (2013). Collaborative Strategic Reading Practice with Adult EFL Learners: A Collaborative and Reflective Approach to Reading. Procedia-Social and Behavioral Sciences, 106, 621-630.

Katims, David S. 1997. Improving the ReadingComprehension of Middle School Students in Inclusive Classrooms. *Journal of Adolescent and Adult Literacy*, 2: 116-124.

Kim, A.-H., Vaughn, S., Klingner, J. K., Woodruff, A. L., Klein, C., & Kouzekanani, K. (2006). Improving the reading comprehension of middle school students with disabilities through computer-Assisted collaborative strategic reading (CACSR). Remedial and Special ducation, 27, 235–248.

King, A. (1990). Reciprocal peer questioning: A strategy for teaching students how to learn through lectures. *The Clear-inghouse*, *64*, 131–135

King, A. 1994b. Guiding knowledge construction in the classroom: Effects of Teaching Children How to Question and How to Explain. *American Educational Research Journal*, 30:338–368.

Klingner, J. K., Vaughn, S., Arguelles, M. E., Hughes, M. T., & Leftwich, S. A. (2004). collaborative Strategic Reading "Real-World" Lessons From Classroom Teachers. Remedial and Special Education, 25(5), 291-302

McNinch, J. (1997) Motivational Tools in Reading Comprehension, Reading World, v25, n3, p243-49. 1997.

O'Donnell, A. M. (1999). Structuring dyadic interaction through scripted cooperation. In A. M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 179–196). Mahwah, NJ: Erlbaum.

O'Donnell, A. M; A. King (1999). *Cognitive perspectives on peer learning*. Lawrence Erlbaum

Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1*, 117–175.

RAND (Reading Study Group). 2002. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica, CA: RAND Corporation.

Rayner, K., Foorman, B. R., Perfetty, C. A., Pesetsky, D., & Seidenberg, M. S. 2001. How Psychological Science informs the Teaching of Reading. *Psychological Science in the Public Interest,* 2 (2): 31-68.

Ross, J.,& Smythe, E. 1995. *Differentiating cooperative learning to meet the needs of gifted learners: A case for transformational leadership*. Journal for the Education of the Gifted, 19, 63-82.

Sarwo.2013. *Analysis on the Students' Problems in Comprehending Narrative Texts.* unpublished Theses .Teacher Training and Education Faculty. Tanjungpura University. Pontianak

Slavin, R. E.1990. *Cooperative Learning*. New Jersey: Prentice-Hall.

Sousa, D.A. 2005. *How the Brains Learn to Read.* Thousand Oaks, CA: Corwin Press

Salomon, G., & Globerson, T. (1989). When teams do not function the way they ought to. international Journal of Educational Research, 13, 89-99.

Spear-Swelling,L. 2006. *Assement of reading comprehension.* Retrieved: http://www.indoline.org/sperasswelling/assesmentofreadingcomprehnsion. December 2014.

Trelease, Jim. 2001. *Reading for FUN is Reading for the Future*. Retrieved December 15, 2014 from http://www.Trelease-on-reading.com/rah.html

Webster New World College Dictionary. 1996. Macmillan Simon & Schuster.

Wlodkowski, R. & Jaynes, J. H. (1990). *Eager to Learn: Helping Children Become Motivated and Love Learning.* San Francisco: Jossey-Bass Publishers.