THE EFFECTIVENESS OF USING FIX-UP STRATEGY TO TEACH READING VIEWED FROM STUDENTS' SELF-CONFIDENCE [1]

by. Nunun Indrasari [2]

ABSTRACT

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The objectives of this study are: (1) to reveal whether Fix-Up Strategy is more effective than Direct Teaching to teach reading; (2) to reveal whether students having high self-confidence have better reading skill than those having low self-confidence; and (3) to reveal whether there is an interaction effect between teaching strategies and the students' self-confidence on the students' reading skill.

The experimental research was conducted at SMP Negeri 2 Temanggung, from March to April 2012. The sample of the research was two classes; those were VIIID which was treated as experimental class taught by using fix up strategy and VIIIG which was treated as control class taught using by direct teaching. Each of them consisted of 26 students. The data were in the form of quantitative data that were taken from reading test and self-confidence questionaire. The data of reading test were used to know the students' reading skill. The data of self-confidence questionaire were used to know the students' level of self-confidence. The data of reading test were the scores of students' reading test that was administered after having eight times treatment for each class. The researcher analyzed the data using ANOVA or analysis of variance.

Based on the result of data analysis, the research findings are: (1) Fix up strategy is more effective than direct teaching to teach reading; (2) the achievement of students' skill in reading does not depend on the level of the students' self-confidence; and (3) there is an interaction between teaching strategies and students' self-confidence.

Based on these research findings, it can be concluded that fix up strategy is an effective way to teach reading for the eighth grade students of SMP Negeri 2 Temanggung. From that result, fix up strategy can be implemented at class in order to achieve optimal result. By applying this, the teacher has to facilitate the students to think creatively and actively in reading text by giving fix- up tools, such as previewing, predicting, rereading, monitoring, making connection, visualizing, making inference, and retelling the text.

Key word: fix up strategy, direct teaching, self-confidence

A. Introduction

Reading is very essential in daily life, especially in academic field. By reading a text, students will get much information that is useful for their life. Students should be

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able to read English text in order to get the knowledge of certain topic. According to Harmer, (1994: 68) there are some reasons why the teacher should get the students to read English text. First, many students want to be able to read English text either for their career, for study purposes or simply for pleasure. Second, reading is also useful for other purposes: any exposure of English is a good thing for language students. Next, some of the language stick in their minds as parts of the process of language acquisition, and, if the reading text is especially interesting and enggaging, acquisition is likely to be even more successful.

However, reading is a complex task to do as what is stated by Moreillon (2007: 10), in order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something. So, reading is more than just pronouncing words from the text but the learners should also catch what the text means.

In this study, the researcher focuses on the two teaching strategies, fix up strategy and direct teaching. Fix up strategy is a strategy which can help the students understand the message of the text when they get stuck with certain words or certain sentences. When using this strategy the teachers should provide the students with some tools for fixing up their meaning-making. These tools are called fix up options. Morellion (2007: 116) says that fix up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use fix up option to catch the message of the text.

Compared with fix up strategy, direct teaching is more teacher-centered learning process. Direct teaching model refers to a pattern of teaching that consists of the teacher explaining a new concept or skill to a large group of students, having them test their understanding by practicing under teacher direction and encouraging them to continue to practice under teacher guidance (Joice, et al, 1986: 339).

Besides the strategies used by the teacher, students' self-confidence influences the students' learning achievement. Monoi, et al. (2004: 2) state that confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about.

The objective of the study is to find out whether or not (1) fix-up strategy is more effective than direct teaching to teach reading; (2) students having high self-confidence have better reading skill than those having low self-confidence; and (3) there

is an interaction effect between teaching strategies and the students' self-confidence on the students' reading skill.

Wallace (2003: 4) defines reading as an interpreting which means reacting to a written text as a piece of communication. In addition, Grabe and Stoller (2002: 9) express a similar view of reading, stating that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Moreover, Moreillon (2007: 10) states that reading is making meaning from print and from visual information. Reading is an active process that requires a great deal of practice and skill.

According to Gates in Brian (1993: 1), reading is 'a complex organization of patterns of higher mental processes...[that]...can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem-solving'. Mason, (1990: 1-8) states that talking about reading means talking about a social process especially in building a communication between reader and writer.

Nation (2009: 9) states his point of view of reading as follows: an essential part of the reading skill is the skill of being able to recognise written forms and to connect them with their spoken forms and their meanings. This involves recognising known words and also deciphering unfamiliar words.

In conclusion, reading skill is an ability to understand information and interpret meaning from written text as a piece of communication. The indicators of reading are word meaning, main idea, detail information, purpose, and reference.

There are some reasons why the teacher should get the students to read English text. First, many students want to be able to read English text either for their career, for study purposes or simply for pleasure. Second, reading is also useful for other purposes: any exposure of English is a good thing for language students. Next, some of the languages stick in their minds as parts of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful (Harmer, 1994: 68).

Moreover, reading will help students to master the other skills and of course in mastering English completely. By reading a text, one can study other language elements like vocabulary, grammar, punctuation, and the way to construct sentences, paragraph, and texts. To comprehend a text successfully, students have to understand what the words mean, what the sentences mean, so that in the end they will comprehend the message of the whole text they read.

However, reading is a complex task to do as what is stated by Moreillon (2007: 10), in order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something. So, reading is more than just pronouncing words from the text but the learners should also catch what the text means.

There are many various teaching models that can be used by the teachers to help the students in comprehending the text. One of the strategies is fix up strategy. It is a strategy which can help the students understand the message of the text when they get stuck with certain words or certain sentences. When using this strategy the teachers should provide the students with some tools for fixing up their meaning-making. These tools are called fix up options. Morellion (2007: 116) says that fix up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use fix up option to catch the message of the text. The fix up options stated by Morellion (2007: 115) are: rereading the text, connecting to background knowledge (text-to-text), looking at sentence structure, making a prediction, reading ahead to the end of this verse, making inferences, visualization, and asking a new question.

Duffy (209: 130) states that fix up strategy is frequently referred to as "look-backs." It refers to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use look-backs, readers first need to understand that it is essential to monitor meaning getting as reader reads and that good readers stop when a problem is encountered. Moreover, Moreillon (2007: 114) states that fix-up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. According to education.com, fix up strategy is a strategy used to reconstruct meaning when comprehension goes astray. Fix-up strategy includes rereading, reading ahead, identifying unknown words, making and changing predictions, connecting things in the text to personal experiences and memories.

From the theories about fix up strategy, the researcher implements the procedures of teaching reading using fix-up strategy by adopting several steps. The steps are as follows:

1. Previewing. The students are asked to look the text at glance. They preview and think what the text is about.

2. Predicting. The students read the heading or the title of the text and make a prediction what will happen next in the text.

3. Reading. The students are doing the activity in reading the whole text and check whether their prediction is correct or not.

4. Making connection. The students think about something that they have experienced which is related to the text.

5. Visualizing. The students draw the characters which are stated in the text based on their imagination.

6. Making inference. The students make inference of what they read. It helps the students to sum up the important points of the text they read.

7. Asking new question and retelling the story. After reading the text, the students should ask questions related to the content of the text and retell what has been read to check whether they understand about the content or not.

Elliot, et al. (2000: 523) state that 'With direct teaching, teachers tell, demonstrate, explain, and assume the major responsibility for a lesson's progress, and they adapt the work to their students' age and abilities.'

According to "Calumet", direct teaching is a model that is specifically designed to enhance academic learning time. Direct teaching does not assume that students will develop insights on their own. Instead, direct teaching takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. Another definition of direct teaching is from Lindsay (2012). The term "Direct Teaching" refers to a rigorously developed, highly scripted method for teaching that is fast-paced and provides constant interaction between students and the teacher.

Direct teaching model refers to a pattern of teaching that consists of the teacher explaining a new concept or skill to a large group of students, having them test their understanding by practicing under teacher direction and encouraging them to continue to practice under teacher guidance (Joice, et al, 1986: 339).

Monoi, et al. (2004: 2) state that confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about. Another expert, Kanar (2011: 27), states that confident students are self-motivated. They know what they want and will strive to accomplish their goals.

Sullivan (2012) states that self-confidence is often regarded as something innate, a quality which some lucky individuals are born with. It is also certainly true that self-confidence can be trained and nurtured, at any stage in life.

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism, and emotional maturity, (Sihera, 2007). Self-confidence has to do with how sure the student is about his abilities, e.g., "I am confident that I have solved the math problem correctly" (Cavendish, 2011).

From the definitions of self-confidence above, it can be concluded that self-confidence is strength of belief about one's abilities, which is characterized by positive and realistic perception of him/herself and his/her abilities.

The indicators of self-confident students are emotionally intelligence, self-motivated and enthusiastic, intellectual risk taker, responsible and self-managed, involved and focused.

B. Research Methodology

The method used in this study was experimental research. Elliot, et al. (2000: 587) state that experimental research involves the active manipulation of an independent variable to observe changes in the dependent variable. In experimental research, the independent variable is frequently manipulated in a condition called the experimental or treatment condition. Gall, et al. (2003: 366) state that the experiment is the most powerful quantitative research method for establishing cause-and-effect relationships between two or more variables.

The researcher chose the experimental research because this research is dealing with the effect of teaching strategies and self-confidence in teaching reading skill at the eighth grade students of SMP Negeri 2 Temanggung in the academic year of 2011/2012. This research consists of twovariables; those are independent variable (teaching strategiesas experimental variable and self-confidence as attribute variable) and dependent variable (reading skill). The teaching strategies used in this research werefix up strategy and directteaching in which fix up strategywas implemented in experimental group and directteachingwas implemented in control group. The research design used wasa simple factorial design 2x2, and it can be seen as follows:

Table Research Design

Strategies Self-confidence	Fix Up Strategy (A1)	Direct Teaching (A2)

High Self-confidence (B1)	A1B1	A2B1
Low Self-confidence (B2)	A1B2	A2B2

This study involves two kinds of variables. The first is independent variable; it is experimental and moderate variable. The experimental variable is the teaching strategies (X), and the moderate variable is self-confidence. The second variable is reading skill as dependent variable (Y). The writer supposes that the relationship between X and Y is changed by the level of a third factor Z, or self-confidence.

The target population of this research was the eighth grade students of SMP N 2 Temanggung in the academic year of 2011/ 2012. They were grouped into 8 classes (VIII A – VIIIH) where each class consists of 26-30 students. The total number of population is 230 students.

The sample of this research came from two classes (VIII D and VIII G) at the eighth grade of SMP N 2 Temanggung in the academic year of 2011/2012. Then, the researcher assigned the two classes of the sample into the experimental group (VIII D) and the control group (VIII G) by using lottery.

In this research, the researcher used cluster random sampling to get sample from the population. According to Fraenkel and Wallen (1993: 84), cluster sampling is the selection of groups, or clusters, of subjects rather than individuals. They also state that cluster sampling is similar to simple random sampling except that groups rather than individuals are randomly selected. Then, cluster random sampling is selecting sample of clusters randomly. In this case, a classroom is a cluster because it consists of individuals (students). The researcher randomly choosed two classes among 8 classes as the sample of the study. The total sample in this research was two classes consisting of 52 students, in which 26 students came from VIII D and 26 students came from VIII G.

In collecting the data, the researcher used some instruments; those are a test and questionnaire. The data were in the form of quantitative data. They are the scores of students' reading test after having eighth times treatment for each class and computation of students' questionnaire. The researcher analyzed the data using ANOVA or analysis of variance.

C. The Result of the Study

The descriptions of the data are grouped into eight, those are as follows:

1. The data of the reading test of the students who are taught by using Fix Up Strategy (A_1)

   Based on the computation result, the scores of the students who are taught using Fix Up Strategy are as follows: the highest score achieved by the students is 90, the lowest is 56, and the range is 34. The mean is 80.42, the mode is 83.61, the median is 82.73, and standard deviation is 7.69.

2. The data of the reading test of the students who are taught by using Direct Teaching (A_2)

   Descriptive analysis of the data of A2 shows that the score is 63 up to 90. The mean is 74.65, the mode is 68, the median is 73.83, and the standard deviation is 8.67

3. The data of the reading test of the students having high self-confidence who are taught by using Fix Up Strategy and Direct Teaching (B_1)

   Descriptive analysis of the data of B1 shows that the score is 63 up to 90 and the range is 27. The mean is 79,19, the mode is 85.17, the median is 83.41, and the standard deviation is 8.39.

4. The data of the reading test of the students having low self-confidence who are taught by using Fix Up Strategy and Direct Teaching (B_2)

   The scores of the students having low self-confidence who are taught by using Fix Up Strategy and Direct Teaching are as follows: the highest score achieved by the students is 90, the lowest is 56, and the range is 34. The mean is 75.88, the mode is 83.63, the median is 80.17, and standard deviation is 8.55.

5. The data of the reading test of the students having high self-confidence who are taught by using Fix Up Strategy (A_1B_1)

   The scores of the students having high self-confidence who are taught by using Fix Up Strategy are as follows: the highest score achieved by the students is 90, the lowest is 73, and the range is 17. The mean is 80.96, the mode is 82.5, the median is 83, and standard deviation is 4.86.

6. The data of the reading test of the students having high self-confidence who are taught by using Direct Teaching (A_2B_1)

   The scores of the students having high self-confidence who are taught by using Direct Teaching are as follows: the highest score achieved by the students is 90, the lowest is 63, and the range is 27. The mean is 75.07, the mode is 67.3, the median is 73.5, and standard deviation is 9.43.

7. The data of the reading test of the students having low self-confidence who are taught by using Fix Up Strategy (A_1B_2)

    Based on the computation result, the scores of the students having low self-confidence who are taught using Fix Up Strategy are as follows: the highest score achieved by the students is 90, the lowest is 56, and the range is 34. The mean is 77.31, the mode is 78.83, the median is 78.25, and the standard deviation is 7.31.

8. The data of the reading test of the students having low self-confidence who are taught by using Direct Teaching (A2B2)

    Descriptive analysis of the data of A2B2 shows that the score is 63 up to 86 and the range is 23. The mean is 75.88, the mode is 67.3, the median is 74.33, and the standard deviation is 7.63.

Summary of a 2 x 2 Multifactor Analysis of Variance

Table Multifactor Analysis of Variance

source of variance	SS	df	MS	F_o	$F_{t(0.05)}$
BC	432.692	1	432.692	6.37	4.00
BR	142.23	1	142.23	2.09	4.00
Int	78.77	1	78.77	1.16	4.00
between groups	653.69	3	217.897		
within groups	3261.23	48	67.94		
Total	3914.92	51			

Table Mean Score

	A_1	A_2	
B_1	83.31	75.07	79.19
B_2	77.54	74.23	75.88
	80.42	74.65	

Based on the above table, it can be concluded that:

1) Because F_o between columns (6.57) is higher than F_t at the level of significance α = 0.05 (4.00), the difference between columns is significant. Therefore, the null hypothesis (H_o) stating that there is no significant difference in reading skill between the students who are taught by using fix up strategy and students who are taught by using direct teaching is rejected. It can be concluded that the strategies of teaching reading are significantly different from one another. Because the mean score of A_1 (80.42) is higher than A_2 (74.65), teaching reading using fix up strategy is more effective than direct teaching.

2) Because F_o between rows (2.09) is lower than F_t at the level of significance α = 0.05 (4.00), the difference between rows is not significant. Therefore, the null hypothesis (Ho) stating that there is no significant difference in reading skill between students who have high self-confidence and students who have low self-confidence is accepted. It can be concluded that the students having high self-confidence do not differ significantly from those having low self-confidence in their reading skill.

3) Because F_o interaction (1.16) is lower than F_t at the level of significance α = 0.05 (4.00), there is no interaction effect between teaching strategies and the level of self-confidence on the students' reading skill. Therefore, the null hypothesis (Ho) stating that there is no interaction between teaching strategies and students' self-confidence in teaching reading is accepted. It means that the effectiveness of teaching strategies to teach reading does not depend on the level of self-confidence.

Because there is no interaction between teaching strategies and the level of students' self-confidence, the researcher did not continue the analysis of the data by using tukey test.

Based on the result of data analysis, the research findings are: (1) Fix Up Strategy is more effective than Direct Teaching to teach reading for the eighth grade students of junior high school; (2) The achievement of students in reading skill does not depend on the level of the students' self-confidence for the eighth grade students of junior high school; (3) There is no interaction between teaching strategies and students' self-confidence in teaching reading for the eighth grade students of junior high school.

D.   The Discussion of the Result of the Study

The followings are the discussions of the research findings:

1.   Fix Up strategy is more effective than Direct Teaching to teach reading.

The use of fix up strategy to teach reading helps the students to think more creatively and have better reading comprehension because this strategy facilitate the students when they are getting stuck in some parts of text, they use the fix up tools to build their comprehension toward the text. They are invited to think aloud and activate their background knowledge while reading the text and discuss with their partner. They are invited to make a connection between what happend in the text and what they have experienced and use their prior knowledge when discussing the materials stated in the text so that the students can broaden their knowledge. Pearson and Johnson in Walker (1990: 121-132) state that readers

combine what they know (reader-based inferencing) with information from the text (text-based inferencing) to construct meaning. In addition, Walker (1990: 121-132) states that the readers make connections that help them remember and interpret what and how they are reading. These new connections become part of what readers know.

By applying fix up strategy, the students can also analyze some strange words they found in the text by separating each part of the word, for example, suffix, prefix, etc. In the post reading, the students are invited to review the text by retelling the content of the text and constructing some questions dealing with the text to check their understanding about the text.

Otherwise, direct teaching is a classical teaching model focussing on translating the text. The students are just asked to read the text, find the meaning of the vocabularies, and answer the questions. In this teaching learning, the students do not actively participate because it is teacher-centered. Peterson (1999: 231) says that direct teaching is also characterized by teacher-centred and teacher-dominated classroom. The students just follow the teacher's explanation and instruction so that the students have less chance to explore their knowledge by themselves.

Therefore, it can be concluded that Fix Up strategy is more effective than direct teaching in teaching reading.

2. The achievement of students in reading skill does not depend on the level of the students' self-confidence.

Based on the result of the data analysis, self-confidence does not influence the students' achievement especially in reading skill. The finding shows students having high self confidence do not have significant difference from those having low self-confidence in achieving reading score. The students having high self-confidence has the same or almost the same result of reading skill with those having low self-confidence. It can be infered from the finding that there is no difference between students having high self-confidence and low self-confidence in achieving reading skill.

Some theories say that self-confidence influences students' achievement. Thus, there must be certain factors that cause this finding. Rowe (1995: 63-70) states that there are some factors affecting reading skill. Those factors are student home background factors, student cognitive and affective factors, student

behavioral factors, and school organizational factors. In addition, Pak, Dion and Dion (1985: 375) state on their study that students' self-confidence does not have relation with students' achievement. From this theory, it can be said that students' self-confidence does not totally influence students' reading skill.

Therefore, it can be concluded that students' reading skill does not depend on the level of students' self-confidence.

3. There is no interaction between teaching strategies and the level of students' self-confidence in teaching reading.

It is very important to select the suitable strategy to teach reading so that the students can easily understand the text. Based on the finding, fix up strategy is more effective than direct teaching. In fix up strategy, the students are invited to think aloud and analyze the text by finding the important detail, analyzing the difficult word by separating each part, reviewing the content, visualizing the characters stated in the text, and connecting to background knowledge that they have already gotten. From these activities, the students can be more creative in thinking and can broaden their knowledge because they connect what is stated in the text and what they have experienced. McNeil in Walker (1990: 121-132) states that readers elaborate what and how they read. They elaborate by making connections to interpret the meaning of the text.

Based on the research result, fix up is more effective than direct teaching for both students having high and low self-confidence. It can be infer that the level of self-confidence does not affect the students' reading achievement. There are some factors that cause this finding. As stated by Rowe (1995: 63-70), reading achievement of the students does not only depend on psychological aspect, but also cognitive and affective factors. In reading activities, some students may have high self-confidence in reading the English words aloud but not in achieving the goal of reading, that is comprehend the text. In some cases, the students having high self-confidence are not always reflected in academic performance, especially in reading achievement. They just reflect their self-confidence in their daily life such as brave in taking a risk, showing off in public, making comment in some occassion, etc.

E.   Conclusion

Based on the data description analysis, the researcher presents the findings as follows: (1) Fix Up Strategy is more effective than Direct Teaching to teach reading for the eighth grade students of junior high school; (2) The achievement of students in reading skill does not depend on the level of the students' self-confidence for the eighth grade students of junior high school; (3) There is no interaction between teaching strategies and students' self-confidence in teaching reading for the eighth grade students of junior high school.

Based on the findings, it can be concluded that in general, fix up is an effective teaching strategy to teach reading and there is no interaction between teaching strategy and students' self-confidence in teaching reading. Fix up strategy is more effective than direct teaching for both students having high and low self-confidence in teaching reading.

In reading activities, some students may have high self-confidence in reading the English words aloud but not in achieving the goal of reading, that is comprehend the text. In some cases, the students having high self-confidence are not always reflected in academic performance, especially in reading achievement.

It implies that fix up strategy is more effective to teach reading than direct teaching for both students having high and low self-confidence at the eighth grade students of SMP Negeri 2 Temanggung in the academic year of 2011/2012. In other words, students' self-confidence does not affect the students' reading achievement. There is no difference between students having high and low students in reading achievement.

When the teacher applies fix up strategy to teach reading, the students can get the stimulus to think more creatively and critically about the text they read. They are invited to make a connection between what happen in the text and what they have experienced and use their prior knowledge when discussing the materials stated in the text so that the students can broaden their knowledge. They can also analyze some strange words they found in the text by themselves. The students can also give their assumption and their opinion about the topic discussed based on their own experiences and background knowledge.

In teaching reading using fix up strategy, the students are first asked to look at the text at a glance and preview what the text is about. They read the heading of the text and try to guess and predict what will happen in the text. After they have their own thinking, they start to read the whole text and comprehend the content of the text. If

they do not comprehend the text, they need to reread again the text until get the comprehension. In this activity, the students are guided to use their background knowledge and and context clues to figure out the meaning of difficult word. After reading and comprehending the text, the students are asked to make any connections between what are stated in the text and what they have experienced before. This activity can broaden the students knowledge, because the learning process does not only focus on academic context but also on daily life. Then, the students are aasked to make visualization of the characters in the text. The teacher let the students to work with their own imagination about the characters that they have read. It can help the students to get more comprehension on the text and further to get enjoyment while reading. At last, the students are asked to make some inference from the text they have read. It helps the students to sum up the important points of the text they read.

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