IMPROVING READING COMPREHENSION OF NARRATIVE TEXT BY USING JIGSAW TECHNIQUE AT SMP NEGERI 1 SIDUAO'RI

Jeniriang Hulu
zenirianghulu08@gmail.com
Universitas Pembinaan Masyarakat Indonesia, *Jl. Balai Desa, Marindal Dua Sumatera Utara*
Puji Hariati
zeenasution@gmail.com
Universitas Pembinaan Masyarakat Indonesia, *Jl. Balai Desa, Marindal Dua Sumatera Utara*
Margaret Stevani
margaretstevani19@gmail.com
Universitas Pembinaan Masyarakat Indonesia, *Jl. Balai Desa, Marindal Dua Sumatera Utara*

Abstrak
Penelitian ini bertujuan untuk meningkatkan pemahaman membaca teks naratif untuk siswa kelas VIII B di SMP Negeri 1 Siduaori dengan menggunakan teknik jigsaw. Siswa mengalami kesulitan dalam membaca karena kurangnya minat dan latar belakang pengetahuan, terutama dengan teks bahasa Inggris. Untuk mengatasi hal ini, Penelitian Tindakan Kelas (PTK) dilakukan melalui dua siklus yang melibatkan perencanaan, pelaksanaan, observasi, dan refleksi. Pada siklus pertama, siswa dibagi menjadi beberapa kelompok, di mana setiap anggota belajar dan kemudian mengajarkan sebagian teks naratif. Hasil pre-test menunjukkan nilai rata-rata 51,86, dengan 16,37% siswa memenuhi Kriteria Ketuntasan Minimal (KKM). Setelah siklus pertama menggunakan teknik jigsaw, skor rata-rata post-test meningkat menjadi 68,23, dengan 27,27% siswa mencapai KKM. Pada siklus kedua, fokus pada struktur teks naratif (orientasi, komplikasi, resolusi, reorientasi) meningkatkan pemahaman siswa. Nilai post-test meningkat menjadi 80,55, dengan 80,55% siswa memenuhi KKM. Teknik jigsaw secara efektif meningkatkan pemahaman dan kolaborasi siswa. Teknik ini direkomendasikan untuk digunakan dalam pembelajaran membaca untuk meningkatkan motivasi dan pemahaman, terutama untuk teks naratif.

Kata kunci: *Pemahaman Membaca, Teks Naratif, Teknik Jigsaw, PTK.*

Abstract
This study aims to improve the reading comprehension of narrative texts for class VIII B students at SMP Negeri 1 Siduaori using the jigsaw technique. Students struggle with reading due to a lack of interest and background knowledge, particularly with English texts. To address this, Classroom Action Research (CAR) was conducted through two cycles involving planning, implementation, observation, and reflection.In the first cycle, students were divided into groups, where each member learned and then taught a portion of the narrative text. The pre-test showed an average score of 51.86, with 16.37% of students meeting the Minimum Completion Criteria (KKM). After the first cycle using the jigsaw technique, the average post-test score increased to 68.23, with 27.27% of students achieving the KKM. However, the research target was not met.In the second cycle, a focus on narrative text structure (orientation, complication, resolution, reorientation) improved students'

comprehension. The post-test score rose to 80.55, with 80.55% of students meeting the KKM. The jigsaw technique effectively improved both students' comprehension and collaboration. It is recommended for use in reading instruction to enhance motivation and comprehension, especially for narrative texts.

Keywords: *Reading Comprehension, Narrative Text,Teknik Jigsaw,CAR*

PENDAHULUAN

English is an important international language to learn. By having the ability to speak English, one can pave the way for optimal social relations with foreigners, be able to keep up with the times, and open up world interactions that are increasingly broad, fast, and uncontrollable. Developments in the current era of globalization require everyone to be able to keep up with the rapid developments that occur. One of these developments is the development in the field of science. Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (SISDIKNAS), Chapter VIII, Article 33, Paragraph 3, "Indonesian as the state language is the language of instruction in national education".Currently, English has been established as a foreign language that can be used as a language to support students' foreign language skills in certain educational units.

There are four language skills in learning English and must be learned by learners. They are reading, writing, listening and speaking. Each skill has its own difficulties to be understood, especially for reading. In this era, reading activities are very necessary because with a lot of information we can cover world news. They are distributed through magazines, newspapers and books or articles on the internet. We should realize the importance of reading, especially reading comprehension. Reading comprehension is still needed as a tool to learn various languages. It is especially felt by students for understanding lessons on book texts or further information on lessons from various written and readable sources of knowledge.

Based on the researcher's observations, there are several significant challenges that affect students' reading comprehension at SMP Negeri 1 Siduaori, especially in English texts. One of the main problems is the lack of interest in reading among students. Many students feel that reading texts in English is a difficult and boring task, so they lack motivation to do it. In addition, low English proficiency among most students is a major obstacle. Insufficient language skills make it difficult for them to understand the contents of the texts they read.Another problem that also influences teaching methods is a lack of variety. A monotonous and uninteresting approach makes the learning process ineffective and fails to attract student interest. In addition, limited reading resources in English at school are also an obstacle. With little reading material available, students do not have many opportunities to practice and improve their reading skills.

To overcome this problem, the Jigsaw technique can be applied as an effective solution. Jigsaw technique is a cooperative learning method in which students are divided into small groups. Each group member is given a certain part of the material to study, and then they share the information with the rest of the group. In this way, students' involvement and active participation increases, because they have the responsibility to understand and explain their part of the text to their group of friends.

Narrative text is part of types the text that aims to entertain readers or listeners and is used as a medium in learning reading comprehension (N. Latifa & A. Manan, 2018). Narrative is a story created in a constructive format such as folklore, writing, speech, poetry, pictures, songs, moving images, video games, theater, or dance, which describes a series of fictional or non-fictional events. The generic structure of narrative text includes Orientation, Complication, and Resolution (Arifiyati et al., 2006).

METODE

The research design that will be used in this study is Classroom Action Research (CAR). The purpose of this study will be to solve the problem of reading comprehension faced by students in the class. Classroom Action Research is general methodology used to improve conditions in classroom based on the environment (Craig, 2009). Classroom Action Research (CAR) will be designed to describe and interpret the researcher's own experience and problem in teaching practice that focuses on a group of students in a certain class. This Classroom Action Research is to improve teaching strategies toward learning process to improve student skills (Wardoyo,2013).

Through CAR, the researcher will be able to find out the right strategy based on the field situation to solve the problem and improve students' reading comprehension in the class with narrative text. In this research, the researcher will collaborate with the English teacher to conduct this research because the researcher will have little experience in classroom instruction, and little knowledge on students' characteristics. In conducting this research, the researcher will act as the teacher and the English teacher will act as the observer. According to Ali and Asrori (2014), the researcher usually did collaboration with a teacher to get the suggestion about the method used by researcher. Therefore, it could be concluded that English teacher's suggestion was important in this research to make a good lesson plan and know students' characteristic before and while applying jigsaw technique. Hammer (1994) states that action research is the name given to series of procedures teachers can engage in either because they wish to improve aspect of their teaching, or because they wish to evaluate the success of certain activities and procedures. Burns (2010) claims that the central idea of the action part of CAR is to intervene in a deliberate way in the problematic situation in order to bring about changes, even better improvements in practice. The researcher will collaborate with the teacher in identifying the problems, planning, and carrying out the actions, and evaluating the actions implemented.

The Classroom Action Research (CAR) procedure used in this research will employ Kurt Lewin's design. It will consist of two cycles, each containing four phases: planning, acting, observing, and reflecting. The process can be observed in the following figure :
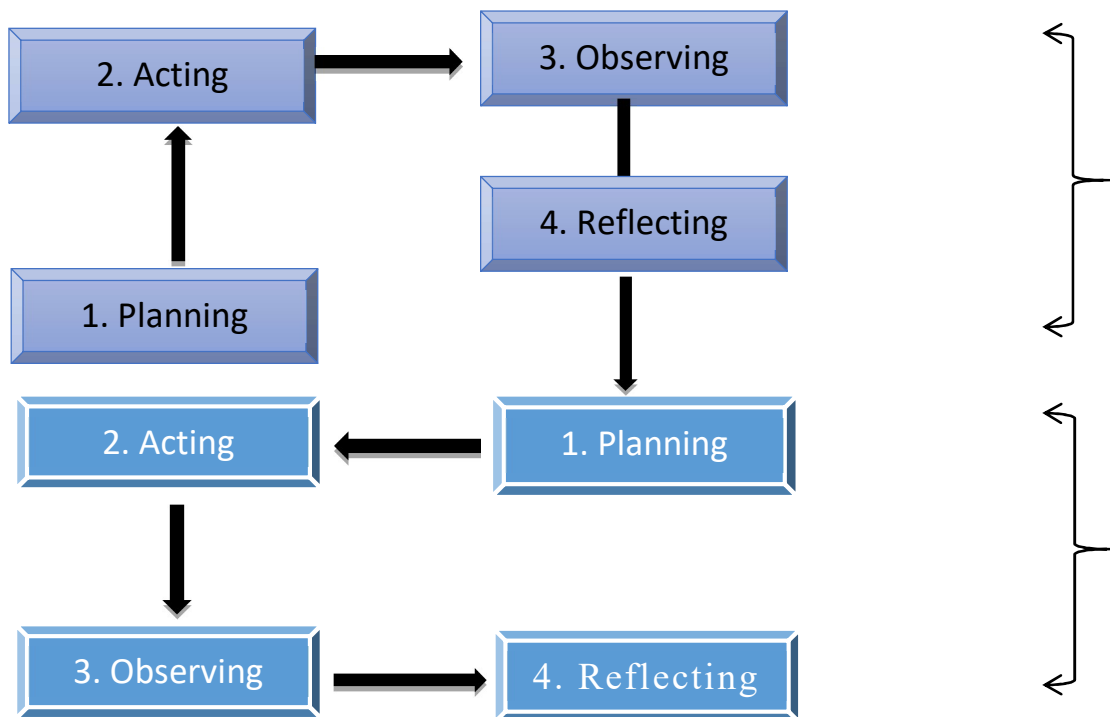
Figure 2.1 Kurt Lewin's Action Research Design

In this Classroom Action Research, the writer uses Kurt Lewin's.Kurt Lewin's design for Classroom Action Research consist of four phases within one cycle.Those are planning, acting, observing, and reflecting.

The analysis of qualitative data to be used in this study will involve the observation of students' activities during the teaching-learning process, and interviews conducted before and after Classroom Action Research (CAR). David Silverman (2013), data analysis techniques are very important in qualitative research because they help researchers organize and understand complex data, allowing them to identify patterns, trends and deeper meaning from the data that has been collected.In this case. In analyzing the numerical data, first, the writer will try to get the average of students' reading scores per action within one cycle. It will be used to determine how well students' score as a whole on reading skills. It will use the formula:

$$X = \frac{\sum x}{n}$$

X : Mean
$\sum$: Individual Score
N : Number of Student

Second,the writer tries to get the class percentage which pass the minimum mastery level criterion(KKM) considering English subject gains score 70(seventy) which is adapted from the school agreement at SMP Negeri 1 Siduaori.It uses the formula :

$$P = \frac{F}{N} x100\%$$

P : The class precentage
F : Total precentage score
N : Number of students

Third,after getting mean of students' scored per actions,the writer identifies whether or not there might have students' improvement score on reading comprehension from pre-test up to post-test in cycle 1 and cycle 2. In Analyzing that,the writer uses the formula :

$$P = \frac{y1 - y}{y} X100\%$$

P : Precentage of
Students'Improvement
y: Pre-test Resut
y^1: Post-test 1

$$P = \frac{y2 - y}{y} X100\%$$

P : Precentage of Students'Improvement
y: Pre-test Result
y^2: Post-test

HASIL DAN pEMBAHASAN / PEMBAHASAN

 A. Research Finding

Before Implementation Classroom Action Research,the author has conducted a preliminary study to determine the condition of the class that will be studied in detail. There are pre-interviews, pre-observations, and pre-tests. The explanation is as follows:

1. Pre Interview

The interview was conducted on July 29, 2024 starting at 10.00 WIB and ending at 11.00 WIB. In this interview, the author asked several questions to the teacher and divided them into three questions, namely general conditions in the English class, difficulties faced by students in English, especially reading skills, and strategies used by teachers in class.

The first category discusses general conditions in the English class, especially reading skills. The teacher explained that there are two classes VIII at SMP Negeri 1 Sidua'ori. In Class VIII A consists of 28 students and VIII B consists of 22 students. There are some problems in VIII B compared to class VIII A in English lessons, most students in class VIII B when they read texts in reading, they only have the ability to pronounce and recognize individual words but they do not understand the message conveyed by the author. The teacher said most students in class VIII B do not like English so they get low scores in English especially when the author saw in the final semester exam. This case implies that they find it difficult to pass the Minimum Completion Criteria (KKM) 75.

The second category discusses students' difficulties in reading skills. They still face difficulties in following English lessons because they lack vocabulary. They consider English as a complex subject and they consider reading to be the most difficult in learning English, especially in class VIII B which has low scores on the final semester exam. However, students have low scores, teachers provide opportunities to improve their scores and it is called Remedial.

The third category discusses the teacher's strategy in teaching reading previously to overcome students' difficulties in reading skills, it was found in teaching. Teachers rarely involve students in learning to read in group work. He often takes reading materials from English texts, which are provided by the school. The teacher also gives students one by one the opportunity to perform in front of the class. It can increase their motivation to read.

Based on the results of observations and teacher considerations, it was found that class VIII B had the lowest English ability, this can be seen from their enthusiasm in expressing ideas, and responses. This is the reason why the author chose class VIII B as the Subject of Research.

2. Pre Observation

Pre observation was conducted to observe the learning process in reading activities before carrying out the action. Initial observation on July 31, 2024 started at 8.00 WIB and ended at 10.00 WIB. This observation was carried out in class VIII B of SMP Negeri 1 Sidua'ori 2024. At that time the author observed the learning process in the classroom, the teacher explained the reading material to students based on the textbooks provided by the school. The teacher read the text and then immediately translated the text into Indonesian and the students wrote the translation in their books.

Futhermore,the teacher explained the grammatical form based on the text. Finally, the teacher gave students assignments related to the text. The students worked on their assignments for a long time and they did not concentrate on the material because some students disturbed other students who were focusing on the material. Sometimes the teacher goes around and helps students with difficulties. Then the teacher asks them to do their assignments in front of the class by writing their answers on the board and the teacher asks them to continue their assignments at home. In addition, the teacher talks too much when teaching the material so that students do not get the opportunity to be active in class. These cases make students not want to pay attention to their teachers, because they just sit and listen to their teachers until their teacher's instructions. This makes students lazy to learn reading comprehension. 3. Initial Test The initial test was conducted on Monday, August 5, 2024 starting at 10.55 WIB. Consisting of 22 students in the class. The author distributed narrative texts to each student and the students read the English text. Reading narrative texts, students determine the main idea based on the text, factual information, identification, and linguistic competence to expand students' vocabulary in learning reading comprehension, the author gives students the opportunity to read the text in front of the class for about 5 minutes. In this initial test, only some students read in front of the class, while other students preferred to remain silent and did not understand or could not even read English texts, especially narrative text.

1. Cycle I
  1. Planning

     The first stage in classroom action research is planning. The author and teacher plan what to do about the action based on the problems faced by students regarding reading comprehension actions. The planning stage is designed after a previous preliminary study. The author prepares selected materials and exercises into a lesson plan to discuss the application of the jigsaw technique to improve students' reading comprehension. Therefore, narrative text is chosen as the text that will be delivered to students that needs to be broken down into special materials, namely only discussing the schematic structure of narrative text. There are several stories that must be identified using the jigsaw technique. This includes designing a lesson plan, determining success criteria, and preparing materials and instruments.

     To find out the increase in students' reading comprehension using the jigsaw technique, the author creates success criteria. The success criteria are 75% of students achieving the minimum English subject achievement criteria (70). The aim is to find out the extent to which students' descriptive writing skills have increased before and after the implementation of classroom action research.

     The materials that the author prepared in this cycle were taken from English textbooks and other sources. In addition, the author prepared research instruments such as: Unstructured observation sheets to observe student and teacher activities in the teaching and learning process whether they were in accordance with the lesson plan that had been made before or not and also prepared a post-test to collect data to determine whether there was an increase in student scores from the pre-test to the post-test.

  2. Acting

     The action in the first cycle was carried out on August 8 and 12, 2024. This Acting stage is an implementation of what the author has prepared in the planning stage. Here, the teacher begins to carry out the teaching and learning process based on the learning plan that has been made. At the first meeting, the teacher began asking students to read the text that the author had prepared silently. After that, several students read the text aloud. Then the teacher explained the concepts and characteristics in the narrative text not only in a schematic structure but also a little explanation of the linguistic features that consider the narrative text. The next session is the teacher gives some questions based on the text including the main idea, supporting details and the schematic structure of the story. Then, to ensure that students understand how to analyze the schematic structure related to Orientation, Complication, Reorientation and Resolution. The teacher provides random paragraphs to be arranged into a good paragraph. Then, the teacher begins to explain the jigsaw technique and asks students to form groups consisting of the original group and the expert group.

  3. Observing

     At this stage, the observer tries to observe student participation in class activities including teacher performance, class situations and student responses related to teacher performance. Overall, the observer has completed the task according to the lesson plan that has been made. In the first cycle, in two meetings students have understood the use of the jigsaw technique in reading comprehension. The obstacles that the author found in the class include at each meeting there were still some students who were absent so that it affected the number of students who collected their work results from 22 students only 16 students

collected the first final action test. In addition, related to the reading process, the class still has obstacles such as: First, at the first meeting of the first cycle when the teacher introduced the jigsaw technique to students, some students were still confused about the concept of the technique so they asked the teacher until they understood. Second, students do not master vocabulary and do not know how to work together in jigsaw technique activities, but they do not bring a dictionary and do not try to ask the teacher. Third, some students are still busy chatting with their friends when the teacher explains the material and pay less attention to class activities so that the class atmosphere becomes uncontrollable. Finally, students are still waiting for other students' answer sheets and also post-test reading sheets that have not been collected on time because some students are still busy chatting with other students.

4. Reflection

The author and teacher discussed the conclusions of the implementation of the action. Then, they tried to modify the action so that students could better understand the reading and so that 75% of students in the class could pass the KKM because the results of post-test 1 showed that only 27.27% of students passed the KKM.

Based on the data obtained by the author, it can be said that the results of cycle I to improve students' reading comprehension using the jigsaw technique have not reached the success criteria, students' reading comprehension scores are still below the KKM. In addition, related to cycle I, the author and teacher felt quite satisfied because their efforts to improve students' reading comprehension in narrative texts had increased even though not all targets had been achieved.

Furthermore, the teacher and author still had to reflect on the implementation of the jigsaw technique which was not quite right. Here, the author gives his perception of the teaching and learning process related to the last observation stage, the author gives his perception of the teaching and learning process. First, the teacher still has difficulty in implementing the jigsaw strategy in class. To overcome this problem, the author suggests that the teacher go around the class to check student activities while working on assignments. Second, the teacher still has difficulty in managing the class because there are some students who do not understand and they cheat on each other in doing assignments. To overcome the problem, the author suggests that teachers pay more attention to the whole group and teachers should be more strict so that students do not cheat again. The main changes in the first cycle were about students' understanding of the jigsaw technique and their increased participation in two meetings. Based on the explanation, the author conducted cycle 2 to overcome the problems related to students' lack of vocabulary to get better results. In addition, revision or modification of the plan is needed to achieve the success criteria. Therefore, some changes were made by the author to make the teaching and learning process more focused and clear when the teacher delivered the material.

Table IV.3

The Students' Pre-test, Post-Test 1, Post-Test 2 Mean Score

Student	Score			
	Pre-test 1	Post-Test 1	Pre-Test 2	Post-Test 2
AT	65	78*	75*	90*
AZ	55	70	65	80*
AB	53	65	60	85*
AL	15	50	55	65
AZ	75*	77*	75*	85*
AL	23	55	55	65
AN	70*	80*	75*	90*
DN	34	65	55	78*
DB	25	65	50	70
EB	75*	75*	75*	87*
FL	55	75*	66	85*
FL	44	55	55	80*
HN	42	55	55	70
IL	70*	80*	75*	95*
MB	65	75*	68	85*
MH	32	50	55	77*
MB	75*	77*	75*	95*
TL	65	75*	65	75*
TN	41	65	55	70
YB	55	70*	60	85
YB	37	70*	50	75*
ZN	70*	74*	80*	85*
AT	65	78*	75*	90*
Total Score	1141	1501	1.148	1772
Mean	51,86	68,23	52,18	80,55

B. Research Result

1. The result of Pre-Test 1

The pre-test 1 had been done before the Classroom Action Research. The researcher calculated the mean score such as below:

$$\bar{x} = \frac{\Sigma x}{n}$$
$$\bar{x} = \frac{1141}{22}$$

$\bar{x} = 51,86$

Next, to know the students' passed the KKM percentage class, the following formula was used:

$$\bar{p} = \frac{f}{n} x100\%$$

$$\bar{p} = \frac{6}{22} x100\%$$

$\bar{p} = 27,27\%$

Based on the pre-test 1 results, the data shows that the average pre-test 1 score is 51.86% or 27.27%. Of the 22 students, only 6 students scored above the minimum completion criteria (KKM) while the other 16 students were below the criteria. The lowest score was 15. So, it can be analyzed that most VIII B students have very low reading comprehension.

The Result of Post-Test 1

In order to see students individual writing skill, post-test 1 was conducted. After calculating the pre-test1 score, the researcher calculated students" first posttest score. To get the mean of post-test one score, this formula was used:

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{1501}{22}$$

$\bar{x} = 68,23$

After finding the average pre-test 1 score of students, the next step is to find the percentage of students who passed the minimum score in cycle 1. As shown in the data above, there were 10 students who passed the minimum score (70). To get the percentage, the author used the following formula:

$$\bar{p} = \frac{f}{n} x100\%$$

$$\bar{p} = \frac{10}{22} x100\%$$

$\bar{p} = 45,45\%$

Based on the percentage above, there are 6 students or 27.27% of all students who passed the minimum score. It is clear that there is an increase made by students from the average score before the test (27.27) to the average score after test 1 (45.45). The increase is 18.18 points (27.27-45.45).

The next step is to calculate the increase in student scores from pre-test to post-test 1. To get the percentage, the author uses the following formula:

$$\bar{p} = \frac{y1 - y}{Y} x100\%$$

$$\bar{p} = \frac{68,23 - 51,86}{51,86} x100\%$$

$$\bar{p} = \frac{16,37}{51,86} x100\%$$

$$\bar{p} = 31,56\%$$

This following chart will show the improvement between pre test score result and post-test cycle one score result:

After implementing the actions in the second cycle, the researcher conducted pre-test 2. Furthermore, the researcher utilized data from pre-test 2 using the same formula as before. To obtain the average value, the researcher used the formula: After calculating the average value, the percentage of student improvement in post-test 1, now the author tries to calculate pre-test 2. To obtain the average of pre-test 2, the same formula as before is used.

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{1148}{22}$$

$\bar{x} = 52{,}18\%$

The next step is to find the percentage of students who passed the minimum score. There are 7 students who passed the minimum score. The formula used is the same as before.

$$\bar{p} = \frac{f}{n} x 100\%$$

$$\bar{p} = \frac{7}{22} x 100\%$$

$\bar{p} = 31{,}81\%$

Compared to pre-test 1, there are some improvements. The improvement is 0.32 points (51,86-52,18). The next step is to calculate the improvement from post-test 1 to post-test 2. The formula used is the same as before.

The Result of Post-Test 2

After carrying the action into the second cycle, the researcher conducted post-test 2 Afterwards, the researcher utilized the data from post-test 2 by using the same formula as the previous. To get the mean score, the researcher used the formula:

After calculating the average score, the percentage of students' improvement in post-test 1, now the author tries to calculate post-test 2. To get the average of post-test 2, the same formula as before is used.

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\bar{x} = \frac{1772}{22}$$

$\bar{x} = 80{,}54$

The next step is to find the percentage of students who passed the minimum score. There are 17 students who passed the minimum score. The formula used is the same as before.

$$\bar{p} = \frac{f}{n} x 100\%$$

$$\bar{p} = \frac{17}{22} x 100\%$$

$\bar{p} = 77{,}27\%$

Compared to post-test 1, there are some improvements. The improvement is 12.32 points (80.55-68.23). The next step is to calculate the improvement from post-test 1 to post-test 2. The formula used is the same as before.

$$\bar{p} = \frac{y2 - y1}{Y2} x 100\%$$

$$\bar{p} = \frac{80{,}55 - 68{,}23}{80{,}55} x 100\%$$

$$\bar{p} = \frac{12,32}{80,55} x100\%$$
$$\bar{p} = 15,29\%$$

$$\bar{p} = \frac{y2 - y1}{Y2} x100\%$$
$$\bar{p} = \frac{80,55 - 68,23}{80,55} x100\%$$
$$\bar{p} = \frac{12,32}{80,55} x100\%$$
$$\bar{p} = 15,29\%$$

PENUTUP

The problem of student comprehension is caused by the lack of student knowledge of the text. This is because students do not have background knowledge about the text. So that teachers are less interested in students reading. To attract students' interest in reading, the author applies the jigsaw technique in reading skills. Based on the results of the analysis of this study, it can be concluded that the jigsaw technique can improve the reading comprehension of narrative texts of class VIII B students of SMP Negeri 1 Siduaori. It can be seen that after completing all the steps of this Classroom Action Research,the results of the study showed that the increase in the scores of class VIII B students from pre-test,posttest 1 to post-test 2 had increased. To develop reading comprehension of narrative texts, students analyze the structure of the orientation scheme, complications, resolutions and reorientations of various types of stories using jigsaw learning activities.

DAFTAR RUJUKAN
Jurnal
Alfaruqy, A. (2021). The Effectiveness of Jigsaw Technique in Teaching English for Junior High School Students. Journal of English Language Teaching, 9(2), 85-92.

Ali, H. (2001). The impact of jigsaw technique on reading comprehension. Journal of Language and Linguistics, 1(2), 34-45.

Ali, M. (2001). Enhancing Reading Comprehension through Jigsaw Technique. Journal of Language Studies, 7(1), 45-58.

Hafis, A., Anita, N., & Rahmawati, R. (2020). The correlation between reading comprehension and students' academic performance. Journal of Educational Psychology, 12(3), 45-58.

Halimah, H., Purba, C. N., & Rachmijati, C. (2019). Improving students' reading comprehension through jigsaw technique. International Journal of Education and Research, 7(5), 121-136. https://doi.org/10.33633/ijer.v7i5.001

Mengduo, W., & Xiaoling, Z. (2010). Application of jigsaw technique in reading comprehension. Modern Language Journal, 94(4), 589-601.

Mengduo, Y., & Xiaoling, W. (2010). Cooperative Learning: A Review of the Jigsaw Technique. International Journal of Educational Research, 5(4), 349-355.

Buku

Alfaruqy, M. (2021). The implementation of the jigsaw technique to increase students' listening achievement and motivation aspects Universitas Islam Negeri Walisongo Semarang.

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2012). How psychological science informs the teaching of reading. Psychological Science in the Public Interest, 2(1), 1-30.