

REFERENCES

- Abidin, Y. (2012). *Pembelajaran Membaca Berbasis Pendidikan Karakter*. Bandung : PT. Refika Aditama
- A S HornBy (1995) *Oxford Advanced Learners Dictionary (New York: Oxford University Press)*
- Albert J. Haris And Edward R. Sipay, *How Increase Reading Ability (New York &London; Longman 1980), 10.*
- Afrida W, Dwi A, and Eka A. (2018). Predict, Organize, Rehearse, Practice and Evaluate(PORPE) Method to Teach Students" Reading Comprehension. *Channing: English Language Education and Literature*, 3 (2), 100-105
- Ary, Donald. (2010). *Introduction to Research in Education. Belmont: Wadsworth,Cengage Learning.*
- Azar Hosseini Fatemi, (2014) The effect of Top-down / Bottom-up Processing and Field –Dependent/ Field-Independent Cognitive Style on Iranian Efl Learners" Reading Comprehension. *Journal Iranian* 4(4).
- Bambang, Setiyadi Ag. (2006) *Teaching as A Foreign Language. Yogyakarta: Graha Ilmu*
- Brunner, J. T. (2012). *Now I get it! Differentiate, engage, and read for deeper meaning. New York: Rowman & Littlefield Publisher, Inc.*
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research(4th ed.). Boston, MA: Pearson Educational, Inc.*
- David Butt and et al. (2003) *Using Funtional Grammar Sydney: MacQuarie University*
- Dickinson, D.K & Tabors, P. O. (2001). *Beginning literacy with language: young learning at home and school. Paul brookes publishing.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H.(2012). *How to design and evaluate research in education(8th ed.). New York, NY: McGraw Hill, Inc.*
- Feriwijayanti D. (2017). The Effect Of Porpe Method On Students" Reading Comprehension At The Tenth Grade Of Sma Pawyatan Daha Kediri In The Academic Year 2016/2017. *simki.unpkediri.ac.i*,1-8

- Gonunal, T., louwen, s ., & plonsky, L. (2017). The Development Statistical Literacy In Applied Linguistic Graduate Students. *International Journal Of Applied Linguistics*, 168(1), 4-32
- Hermida, J. (2009). The Importance of Teaching Academic Reading Skills in First- Year University Courses. *The International Journal of Reseach and Review*, 20-30.
- Linse, C. T. (2005). Practical English language teaching: Young learners. *New York, NY: McGraw Hill Companies, Inc.*
- McKnight, K. (2010). The teacher's big book of graphic organizer. *Huntington: John Miley & Sons. Inc*
- M.F Patel & Praveen M. Jain. (2008). *English Language Teaching (Methods, Tools, & technique)*. *Jaipur: Sunrise Publisher.*
- Neo, Ernest. 2005. Narrative for „O" Level. *Malaysia: Longman*
- Otong Setiawan Djuharie (2007) Genre Dilengkapi 700 Soal Uji Pemahaman .*Bandung: Cv.Yrama Widya*
- Pardiyono. (2007). Pasti Bisa! Teaching Genre – Based Writing. *Yogyakarta: Penerbit Andi*
- Raphael T. E. (1986). Teaching question-Answer relationship. *The reading teacher*.516-523.
- Raphael, T. E., & AU, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content. *The reading teacher*, 59(3), 206-22. doi: 10.1598/RT.59.3.1
- Simpson MichleL., Stahl, N., & Hayes,C.G. (1988). An Initial Validation Of A Study Strategy System". *Journal of Literasy Research*, 2, 149.
- Siahaan, Sanggam & Kisno, S. (2008). Generic Text Structure. *Pematang Siantar: Grahallmu*
- Silfia, E. (2019). The Effect of PORPE (Predict, Organize, Rehearse, Practice and Evaluate) Strategy towards Reading Comprehension. *JEES: Journal of English Education Study*, 118-124.
- Simpson, M. L. (1986). PORPE: A writing strategy for stdying and learning in the content areas. *Journal of Reading*, 407-414.
- Smith, F. (2004). Understanding reading: A psycholinguistic analysis of reading and learning to Read. *London: Lawrance Elbaum Associates.*

Thomas, M. M. (2001). Proficient reader characteristics: Relationships among text- dependent and higher-order literacy variables with reference to stage theories of intellectual development.

Vida Škudienė. (2016). A Comparison of Reading Models , Their Application to the Classroom and Their Impact on Comprehension
A Comparison of Reading Models , Their Application to the Classroom and Their. 2, 94.