

THE EFFECT OF PICTURES ON READING ENGLISH COMPREHENSION ACHIEVEMENT OF THE STUDENTS

Jamiyatun Hasanah

Guru SMP Negeri 6 Samarinda

Abstract

This study was conducted to investigate the effect of pictures on reading comprehension achievement at the eight class of SMP Negeri 6 Samarinda in academic year of 2013/2014. Beside, this study also explored the perceptions of using pictures on teaching reading comprehension. The study involved two groups. In the control group, the students did the reading activity without pictures. In the experimental group, the students were supported by using pictures. Before treatment was given a pre test and post test after treatment. The students reading comprehension were assessed using The Reading Comprehension Scoring Guide by Sopris West Educational Services. Result of the study showed that using pictures on teaching reading comprehension increased the reading comprehension achievement of the eight class of SMPN 6 Samarinda. This could be seen from the result T-test which showed that t value was 5.84229, and t table was 2.65427, Because t value was higher than t table ($5.84229 > 2.65427$). This result also showed that there was significant difference between the students' reading achievement before and after having treatment using pictures. The students also gave positive perceptions toward the using pictures on reading comprehension learning. They felt fun and exciting to do the reading by employing the reading strategy. They even felt that their reading achievement was increased by doing this strategy. The researcher hopes that future researcher may elaborate the research into other schools with the same characteristics and label as SMP Negeri 6 Samarinda.

Keywords: *The Effect of Pictures on Students' reading comprehension Achievement*

INTRODUCTION

Basically, the objectives of teaching English in Indonesia stated in the curriculum are to enable students to master the language skills such as listening, speaking, reading, and writing. The mastery of English as a foreign language is increasingly important. Foreign language education is claimed to be inevitable in the era of globalisation. This education is an inseparable part of human resource development program to increase the quality of Indonesian people so that they are able to compete with other people from other parts of the world (Gunawan, 1998). Reading skill has become the most important component of English teaching in Indonesia. It has been decided that the students' reading strategies also indicate that they need some enrichment of good reading strategies and reading habits. The teachers should establish more reading comprehension programs to overcome the students' reading problems and teach good reading strategies.

Based on the result of the middle semester at SMP Negeri 6 Samarinda the researcher found that the students' mark were very low in reading comprehension test. So the researcher can conclude that the students in comprehending a text are still far from sufficient. The researcher identified some problems, such as; the students are difficult to understand a text. To cope with the problems above, the researcher tried to teach reading using pictures as a teaching media, they can help the students to understand the content of a text. because pictures have related the real objects, the researcher thinks that through pictures media, the students would be interested to learn a text. so the students would be motivated to understand a text.

Picture is another factor which can influence the level of comprehensibility of a text. Shokouhi and Parvaresh (2010, p.9) stated that, "in order to clarify the relations among text concepts and foster deep comprehension, graphic organizers can be given before text. The graphic organizers can be given in the form of pictures, diagrams, matrices, maps, etc". According to Nicholas (2007, p. 1), "Children's picture books are not merely important because of the literary value they provide young readers, but they are also an essential element in the developmental reading process".

Based on the reasons, the researcher focused to study on the effect of picture on Reading Comprehension achievement in teaching and learning process at the eighth class of SMP Negeri 6 Samarinda.

REVIEW OF RELATED LITERATURE

The Nature of Reading Comprehension

Reading comprehension is the connection between what you are reading and what you already know (Mikulecky and Jeffries, 2004: 16). Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text (Pang et al., 2003: 6). As a result, it is difficult to define it simply.

Regarding to the nature of reading, Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

There are seven strategies have been identified as useful and important to teach based on research, reviews of research, and their inclusion in instructional material (Duffy, 2002; Ellery, 2005, National Reading Panel, 2000; Oczkus, 2004; Pearson, 1992; Pressley, 2006; RAND, 2002): Using prior knowledge, Making inferences, Questioning, Predicting, Using text structure, Summarizing, and Monitoring comprehension. Research-Based Procedures for Teaching Strategies

The Concept of Comprehension is a framework of developed by the not-for-profit educational organization Urban Education Exchange (UEE). The Concepts were developed to help educators teach reading comprehension skills explicitly, simply, and clearly. Research shows that doing so will improve reading comprehension.

Teaching Reading comprehension

Isabel Beck, Margaret McKeown, Linda Kucan said, One of strategy for reading comprehension is the technique called SQ3R. This stands for Survey, Question, Read, Recite, and Review. In order to get an understanding of the text, you should survey the chapters. This consists of quickly looking at the title, headings and any subheadings.

Look at any end of chapter questions as well. While surveying, You ask questions about the topics you have scanned, such as, "What did my teacher say about this chapter?" Contents of teaching reading comprehension; vocabulary, reading strategies, and professional development for students and small children. Summarizing is a comprehension strategy that also needs to be taught. Summarizing is not telling what is important about the text. A summary might include the answers to who, what, where, when, why, and how. You can not have students summarize any text that you are using the classroom.

Picture as Media in Teaching

English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.. This case followed their picture; charts, posters, flashcards, graphs, maps, slides, strips, O.H.P, white board, flipchart, work sheet, newsletter, cartoon.

There is one Motivates the students, second, shows continuity in the process, third, Shows relationships by means of facts, figures and statistics, fourth,. Presents matter symbolically, fifth, Presents abstract ideas in visual form, sixth, Summarizes information, seventh, Shows the development of structures, eighth, Creates problems and stimulates thinking, ninth,. Encourages utilization of other media of communication.

Another study was conducted by Tarhan (2003). The title of his dissertation is; Perception of students,teachers, and parents, regarding effect of pictures on reading comprehension achievement. In this study Tarhan investigate how perception of teachers, students and parents regarding pictures on teaching reading comprehension. To obtain the data need he use likert-scale questionnaire and the researcher will adapt it in order to get her/ his own data. The finding of the study was most students found it difficulties in teaching and learning reading comprehension. Based on his research some students indicated that they want pictures on learning reading comprehension. The answers clearly suggest that a majority of them demand instruction in all subjects.

In conclusion, reading research studies with the combination of text and pictures elicits beneficial effects in terms of comprehension of

the material. pictures not only offer additional contextual information to improve comprehension, perhaps more important trigger referential connections between verbal and imagery systems, providing an additional route to comprehension. It is believed that the use of pictures in the development of instructional materials will promote reading comprehension acquisition.

RESEARCH METHODOLOGY

This research belongs to quasi experimental design which focused on a particular problem faced by the teacher when practiced in a certain classroom. This research was to investigate the influences of the text and picture on students' reading comprehension, this design needs two groups of students, namely experimental group and controlled group. The researcher introduced a change and then monitored. its effects. The goal of this experimental research was to establish cause-and-effect relationships between variables (Davis, 1997).

Davis also states that the independent variable (IV). has levels, conditions, or treatments. Experimenter may manipulate conditions or measure and assign subjects to conditions; supposed to be the cause. Dependent Variable (DV) is a variable measured by the experimenter; the effect or result. These subjects would be selected among eighth class students of the students at SMP N 6 Samarinda . These students are representative of the eighth-grade junior high school level population who have the secondary level. Their age ranged from 12 to 13.

To determine the reading ability of the participants, a standardized test from the materials of reading comprehension was used in the eighth class. The students whose scores were one standard deviation above the mean selected and assigned as the main participants of the present study. The participants would randomly assigned, into two groups to create between-groups experimental research design. The between-groups variables would be the context (picture vs. no picture) and text.

Before implementing the strategy, the researcher designed a lesson plan and provided a teaching media. Assessment is also very important, that is why, the researcher prepared assessment sheet to grade the students' reading comprehension achievement. One of the most important elements in implementing experimental research is criteria of success. It was used to indicate whether the teaching problem

could be solved or not. The researcher determined the criteria of success as the planning step in conducting the research.

In implementing step, the researcher applied the strategy, she used pictures as teaching media to teach reading comprehension in eighth class students of SMP N 6 Samarinda in academic year 2013/2014. In the observation stage, the researcher recorded and collected data any event or information connecting with the teaching learning process. Finally, in reflecting step, the researcher decided the result of the implementation of the strategy and draw the conclusion whether the strategy is successful or not by comparing to the criteria of success. The implementation of the research can be seen in diagram below.

Population and Sample

Population is a collection of data whose properties are analyzed. The population was the complete collection to be studied, it contained all subjects of interest. While sample is a part of the population of interest, a sub-collection selected from a population. The major used of inferential statistics is to use information from a sample to infer something about a population. From the definitions above, population is the total subjects being investigated. In this study, the population is the whole eighth class students of SMPN 6 Samarinda. It means that population is 470 students.

From the data above, the writer took 70 students as a sample. There is principal policy to place the students according to their overall ability of subject mastery. The researcher chose two classes. Classes VIII 7 and VIII 8 would be observed, classes chosen as setting of the study for the reason that it would be able to represent of the students of the eighth class. the researcher observed and intend to apply the strategy in improving the students' reading comprehension achievement.

To prove that the scores from two group were not significantly different, the writer gave reading comprehension achievement pre-test to both groups. The writer concluded the mean score from each group, then used t-test to find out the significance. If the difference between two groups were not significantly different, the treatment can be done. In the end, the writer gave post-test for each student in sample groups.

Arikunto (1993:115) claims that if the number of population is less than one hundred, it is better to take them all, but if the number of

population is more than one hundred, we can take 10%-25% or more. For the purpose of this study, the writer take 70 (14,89 of population) as the sample. They were divided two groups, one group is the treatment group (Group A), and one group as the control group (Group B) .

Data Collection

The data collected from pre-test, post-test, interview and questioner. The researcher chosed two deferent classes , which taught by using pictures and without pictures. The researcher considered it in order to obtain data needed from representative's classes as the sample. The classes chosen were parallel classes, the eighth grade ones. There were fourteen classes of eighth grades, but the research could not observe them due to limited time and facilities, so the researcher choosed only two classes, which taught reading comprehension by using pictures in teaching and learning process. And without pictures.

Data Analysis

There were two parts of investigation on this study, the analysis was also divided into two parts. The first part of analysis concerned with the quasi experimental design. To analyze the result of the difference of mean of pre-test and post-test on the writing test, the researcher uses statistical analysis that was Pair Sample t-test. This kind of analysis was one of the analysis tools to compare the Mean of two population or more. It belongs to Compare Mean. (Rostina, 2014). To assist the researcher in analyzing the experimental result, the researcher utilized the statistical program MS.Excel.

Summary

There are six parts of research methodology which was presented by the researcher. The research design explained about the case study quantitative approach. For the population and sample, the researcher toke two classes from the eight grades, which was taught by the teacher academic year follow the interview and participate in questionnaire. The data and sources of data present two kinds of data was used in this research i.e. observation result, the in-depth questionnaire. Two instruments were used in this research i.e observation's field notes / student's treatment, in depth questionnaire. The data collection and procedures reveal the steps of how the use of pictures in teaching reading comprehension process, how the students perceive the use of

pictures in teaching reading comprehension. The process of administering the questionnaire. In the data analysis technique, three data will be analyze separately. The observation transcript was analyzed using content analysis /t-test then the result of interview was analyzed through concurrent flow activities proposed by Miles and Huberman (1994) which consist of data reduction, data display and conclusion drawing. The last was interpreting questionnaire result from simple statistics' percentage

FINDINGS AND DESCUSSION

The Findings

The using pictures media on teaching reading comprehension

As explained previously, the first part of this research was quantitative research using quasi experimental design. The researcher took two classes as the research subjects. The first class is class VIII.7 which consisted of 35 students, and class VIII.8 which also consisted of 35 students. To decide which one as experimental group and control group, the writer took data of their previous writing scores, then the writer calculated the mean score of each class. The class that had lower mean score was taken as the experimental group, while the class whose class mean score was higher was decided as control group. The following table showed the previous reading score of each class. The students were coded as "ss", number in sequentially these were used to differentiate the students (coded as "S.1, S.2 and so on ").

From Pre Test on Reading comprehension, then it could be seen that Class VIII.7 had lower mean score than class VIII.8. As the consequence, the class VIII. 7 was decided as the Experimental Group for this research, while class VIII. 8 as the control Group. In class VIII. 7 the researcher taught them reading comprehension by using pictures. The researher taught descriptive text and recount text.

The researcher conducted her research for six meetings in each class. Before treatment the researcher gave pretest to the experimental group and the control group. The first meeting, the researcher taught descriptive text for three times and recount text for three times. After gave treatment the researcher gave post test to know the result of students' reading comprehension achievement. In addition, there was one more meeting in class VIII. 7 for the researcher to obtain the second

data by delivering the questionnaire to the students to find out their perceptions towards using pictures in teaching reading comprehension.

After carrying out the pre test on the first meeting, the researcher then took the scores of the students' work on reading test. To get the score, the researcher was also assisted by two other rates. As the guideline for assessing the students' reading comprehension ability, the researcher and two other raters employed The Reading comprehension Scoring Guide by Sopris West Educational Services. (See Appendix 1).

Based on the reading scoring guide, the maximum point to get was 36 points. The points then was converted into the reading scores. To get the score, the researcher and two other raters used the following formula :

$$\text{score} = \frac{\text{the points obtained}}{\text{maximum point}} \times 100\%$$

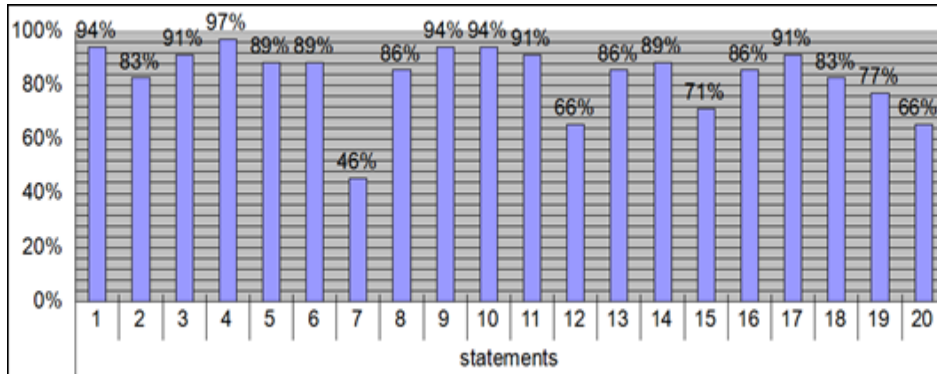
After calculating the scores, then it was gained the pre test scores of the students in both classes, class VIII 7 and class VIII 8. The scores can be seen on table 1 in appendix part. The mean score for this pre test was 40.03 for experimental group and 52,40 for control group. After having the pre test. The researcher continued to conduct the experimental study in both classes. Then, after the treatment and the reading activity were done in both classes, the researcher again took the English reading scores by delivering the post test. The students' works on post test were also scored by three raters, including the researcher. The scores gained from the post test. The mean score for the post test was 74.5 for the experimental group and 55,87 for the control group.

From the data of pre test and post test scores, the researcher then tried to analyze the pre test and post test of each class by utilizing the statistical program MS.Excel.

Students' Perceptions Toward the Strategy of Using Pictures on learning Reading Comprehension

There were 20 statements that related to the students' perceptions to the strategy of using pictures on learning reading comprehension. The students only needed Yes or No responds from the students. The students were coded as "SS". Number in sequentially these was used to differentiate the students (coded as "S.1, S.2, and so on"). The complete statements could be seen on table 15.a. The respond of "YES" was coded as "1" and the respond of "NO" and "Other" were coded as "0". There were 35 students gave their responds to his questionnaire.

However, only 5 of them added their own comments. The table 15 a and table 15 b (see appendix) would give the brief picture about the students' perception to the strategy of learning reading comprehension using Pictures. The result of the percentage on the table then pictured into the following graph.



Grap1. Percentage Analysis of Students' Perceptions to the Strategy of Using Pictures on Learning Reading Comprehension

This was based on the criteria of indicator percentage interpretation (Arikunto in Widiastuti, 2012). Most of the students gave their positive perceptions to each statement for statement no. 1, 33 students or 94 % of them much agreed feeling that english is very important in global era, only 2 students (6 %) said he did not. The students also gave very positive perceptions when they responded statement no.2, that they agreed felt reading is very important in English lesson (83% or 29 students). They agreed much on statement no.3 that by using (91% or 32 students). They also believed that Pictures can help to understand the text easily (97% or 34 students). They had good positive perceptions that by learning reading interestingly can motivate students in learning reading process (94% or 33 students). They also believe that by understanding the text will be easy to answer the questions (94% or 33). Then by understanding the text will be easy to find the purpose of the text (91% or 32 students).

For the statement no. 18, by using pictures learning reading is not boring (83% or 29 students). Of them thought the same that if they learned using pictures in Reading successfully or not, would affect the

pictures on reading significantly. However, most of the students (19 students or 54% of them) did not agree with the statement that by using pictures can influent students' ability in learning reading. In addition, 3 students added their comments. They said that by understanding the question will not be easy to find the answer and find general idea. They said that by understanding the text will be easy to find information from the text. (S.1) another student (S.17) argued that by using pictures will help the students to retell the text (77% of them) shared similar thought that pictures affect to learning reading comprehension.

Discussion

This discussion of the results, of four different data namely classroom observations and the students' questionnaire result. Based on the research questions mentioned in the earlier chapter, the discussion is divided into two mayor sections: 1) the using pictures media in teaching and learning process on reading comprehension achievement of the students at the eighth class of SMP Negeri 6 Samarinda. And 2) the students' perceptions to use pictures in teaching reading comprehension.

The using pictures media on teaching reading comprehension

On this research, the meeting were six times in both classes. Before treatment the researcher gave pretest for two groups and post test in the last meeting. However there was one additional meeting in experimental group, since the researcher needed to explore the students' perceptions to the strategy of teaching and learning reading comprehension using pictures. To explore the students' perceptions, the researcher administered the questionnaire . The researcher practiced different treatment in control and experimental class. For control class, the writer just taught the students about reading comprehension without using pictures, but only using text. While in experimental class, using pictures on teaching and learning reading comprehension as the treatment in this class.

Before treatment the researcher gave the pre test in both classes. The results of pre test then was analyzed to find out its homogeneity and normality. It was found that the pre test data was from normally distributed population. The varians of both classes were homogeneous. After that, the t-test was also done to compare the means of control class and experimental class. It was found that the initial achievement of the both classes was significantly different. After given the different

treatment, then it was held the post test in both Classes. This post test was also examined to check its normality and homogeneity. It was found that the post test data was from normally distributed population and the varians were homogeneous. Beside that, the main poin of this research was to find out the effect of pictures on teaching and learning reading comprehension. To examine this effect, the researcher utilized the Samples t-test. From the result, it was proved that the strategy of using pictures on teaching reading comprehension. There for the research question number one, number two and number three was solved, that using pictures on learning reading increased reading comprehension achievement of the students at the eighth class of SMP Negeri 6 Samarinda .

To answer the research question number one, the reseacher gave pretest for two gorups before treatment. The data from pretest was analyzed to find out; mean and standard deviation, normality test, homogeneity test, and mean defference. The data pretest showed that the score of control group was higher than the experimental group. The samples of experimental group were normally distributed population. The samples of control group were normally distributed population. There was no variance difference between experimental and control group or homogeneity of variiances. The result of analyzed pretest showed that the achievement on reading comprehension of students in experimental and control group was not significantly difference in early achievement.

To answer the research question number two and number three, the researcher gave post test for two groups after treatment. The result of post test was analyzed to find out mean and standard deviation, normality test, homogeneity test and mean defferience. The data post test showed that the mean of experimental group was higher than the mean of control group. The samples of experimental group were normally distributed population. The samples of control group were normally distributed population. There was no variance difference between experimental an control group or homogeneity of variiances. The result of analyzed post test showed that the ability on reading comprehension of students in experimental and control group was significantly difference. Based on the result of post test that there was an increasing of the mean after the experimental group had a treatment on their reading comprehension. It neans that learning reading comprehension using

pictures increases reading comprehension students' achievement of the eighth class of SMP N 6 Samarinda.

To answer the research question number three, the researcher compared the result of analyzed post test between experimental group and control group, based on the analyzed research that there was significant difference of post test between control group and experimental group, the experimental group was higher than the control group. It means that the students were taught reading using pictures more higher than without pictures.

Students' Perceptions Toward the strategy of Using Pictures on teaching Reading Comprehension

To answer the research question number four, the researcher administered the questionnaire. They were the students' perceptions to the strategy of using pictures on teaching and learning reading comprehension. From the students' responds on questionnaire, it was found that the students' perceptions to the strategy of using Pictures on learning reading comprehension was positive. It can be seen from their positive respond which reached 80% - 97%, while in negative statements they were just about 30-50 %, the students felt happy and thought the activity by using pictures on teaching and learning reading comprehension was fun and pleasant. They also enjoyed the activity and felt increased in reading by employing this strategy. They also believe that this activity increased their achievement in reading comprehension.

CONCLUSION AND SUGGESTION

The finding of the data analysis and the research conducted at the eighth grades students of SMP Negeri 6 Samarinda. The result of the analysis finds several points that are related to the research questions, namely:

1. The data pretest showed that the score of control group was higher than the experimental group it mean that the students' reading comprehension achievement of experimental group before being taught by using pictures was lower than control group.
2. The data posttest showed that the mean of experimental group was higher than the control group. It means that learning reading comprehension using pictures increased students' reading comprehension achievement.

3. The comparison of analyzed post test between experimental group and control group showed that there was significant difference of post test between control group and experimental group, the experimental group was higher than the control group. It means that the students were taught reading using pictures more higher than without pictures.
4. From the questionnaire given can be seen that the eighth class students of SMP Negeri 6 Samarinda stated their very good perceptions to the strategy of using pictures on teaching reading comprehension. It could be concluded that the students' perceptions were positive.
5. This research shows that English teachers need to vary the ways and support the students with the appropriate strategies in teaching and comprehension achievement.

Based on the findings, analysis interpretation and conclusion of the study, some suggestions can be recommended to the teacher and further study as follows:

1. To improve students' reading comprehension achievement, thus English teachers must support their students with the appropriate strategies also give them alternative to have reading achievement to let the students be able to create their own original reading without barrier. The teachers need to let the students to do in group working to avoid the stuck of ideas and to motivate the students to be more creative and active in their own reading comprehension.
2. In addition, it is suggested to the next researchers who interested in investigating the same field to strengthen the result of this research, especially for the design of the study, by using the true-experimental design to have more accurate and representative samples for the research.

REFERENCES

- Alexander J.E. 1988. Teaching Reading Boston: Scott, Foresman and Company.
- Anderson, N. 1999. Exploring Second Language Reading: Issue and Strategies. Boston. MA: Heinle and Heinle, Ltd.
- Arikunto, Suharsimi, 1993. Dasar-Dasar Evaluasi Pendidikan. Jakarta: PT. Bina Aksara.
-

- Bezemer, Kress, 2008. Teaching Media Literacy in the ESL Classroom. In the International Programs at University of California, Santa Barbara.
- Brown, H.D. 2001. Teaching By Principles. An Interactive Approach to Language Pedagogy. White Plains, New York: Addison Wesley Longman.
- Day, R.R. & Bamford, J. 2000. Teaching Reluctant Readers. English Teaching Forum.
- Ellery, V. 2005. Creating Strategic readers. Newark, DE: International Reading Association.
- Facer, 2003, Elmfeldt, Erixon, 2007. Journal of Social Science Education From Texts to Pictures in Teaching Civics Volume 9, Number 3, 2010.
- Gunawan, A. 1998. Kedudukan dan Fungsi Bahasa Asing di Indonesia di dalam Era Globalisasi. A paper presented in the Konggres Bahasa Indonesia VII. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Harmer, Jeremy. 2001. How To Teach English. An Introduction to the practice of English Language Teaching. New York: Addison Wesley longman.
- Haris, Albert J. & Sipay, Edward R. 1980. How to Increase Reading Ability: A Guide to Developmental and Remedial Methods. New York: Longman Inc.
- Hedge, T. 2003. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.
- Jewitt, 2008. Teaching Media Literacy in the ESL Classroom. Journal of Social Science Education From Texts to Pictures in Teaching Civics Volume 9, Number 3, 2010.
- Jonhston, Amber m, 2008. Reading Comprehension: Developmental Processes Individual Differences, and Interventions, Canadian Psychology.
- Johnson-Laird's, Mental Models, Cambridge, MA: Harvard University Press, 1983. The Journal of the effects of pictures on the reading comprehension of low-proficiency Taiwanese English foreign Language college students.
- Marshall, C & Gretchen, B.R. (1999). Designing Qualitative Research third Edition. USA: Sage Publication, Inc.
- Matusitz, 2005. Orixon Journal of Social Science Education From Texts to Pictures in Teaching Sivities.

- Mc Niff, J. 1988. *Action Research : Principles and Practice*. New York: Macmillan Education. Ltd.
- Meyrowitz, 1986. *Teaching Media Literacy in the ESL Classroom*. In the International Programs at University of California, Santa Barbara.
- Mikulecky and Jeffries, 2004. *Reading Comprehension developmental Processes, Individual Differences and Interventions*.
- Nicholas, J. L. 2007. *An explanation of the Impact of Picture book illustrations on the comprehension Skills and Vocabulary development of emergent readers*. Ph.D thesis. Louisiana State university.
- Nation K. 2009. *Form-meaning links in the development of visual word recognition*. *Philosophical transactions of the Royal Society of Landon*.
- Oczkus, L. 2004. *Super six comprehension strategies*. Norwood, MA: Christopher-Gordon.
- Pearson, Rohler, Dole & Duffy, 2002. *Teaching Reading comprehension Strategies*.
- Pressley, 2006. *Reading Instruction that works: the case for balanced teaching*. New York: Guilford Press.
- Reutzel, D.R, Fawson , P. C & Smith, J. A. 2003. *Teaching Comprehension Strategies using information texts*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ
- Shokouhi, H and Parvaresh N. 2010. *Post-adjunct reading comprehension question and meaning construction: A case of gender study*. *Journal of Language Teaching and research*.
- S.L.Ahulwalai's view. *Kins of International Media for Teaching English, in the International Programs at University of California, Santa Barbara*.
- Watkins, 2004. *Olof Erixon Journal of Social Science Education From Texts to Pictures in Teaching Civics*.
- Yi-Chun Pan, Yi-Ching Pan National pingtung Institute of commerce, Taiwan. 2009. *The ournal of The effects of pictures on the reading comprehension of low-proficiency Taiwanese English foreign language college students: An action research study*.