

## REFERENCES

- Abdelrahman, M. S. H. B & Bsharah, M. S. (2014). The effect of speed reading strategies on developing reading comprehension among the 2<sup>nd</sup> secondary students in English language. *English Language Teaching*, 7(6), 168-174.
- Adaba, H, W. (2016). Assessing factors affecting the students' reading speed and comprehension: Manasibu Secondary School grade ninth in focus: Western Wallaga Zone. *International Journal of Language and Linguistics*, 4(5), 165 – 182.
- Ajideh, P. (2006). Schema-theory based considerations on pre-reading activities in ESP textbooks. *The Asian EFL Journal Teaching Articles*, 16, 1-19.
- Alderson, C. J. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
- Alessi, S. & Dwyer, A. (2008). Vocabulary assistance before and during reading. *Reading in a Foreign Language*, 20 (2), 246-263.
- Anderson, N, J. (1999). Improving reading speed activities for the Classroom . *English Teaching Forum*, 37 (2), 2 – 5.
- Badrawi, N. (1992). The reading dilemma: meeting individual needs. *English Teaching Forum*, 30(3), 16 – 19.
- Bamford, J. & Day, R. R. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge University Press.
- Beale, A. M. (2013). Anne Arundal Community College. Retrieved from [www.aacc.edu/tutoring/file/skimming.pdf](http://www.aacc.edu/tutoring/file/skimming.pdf)

- Breen, M. (1987). Learner contribution to task design. In Candlin, C. & Murphy, D (Eds.), *Language Learning Tasks*. Englewood Cliffs NJ: Prentice-Hall.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman: Addison Wesley Longman, Inc.
- Brown, T. & Brown, J. (2016). *Teaching Advanced Language Skills through Global Debate Theory and Practice*. Washington, D.C.: Georgetown University Press.
- Browning, J. (2008). Why teachers should use timed reading in ESL classes. *The Internet TESL Journal*, 9(6). Retrieved from <http://iteslj.org/Articles/Browning-TimedReading.html>
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Carrasquillo, A., & Segan, P. (1998). *The Teaching of Reading in Spanish to the Bilingual Students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Carrel, P. L. (1988). Introduction: Interactive approaches to second language reading. In P. L. Carrell; J. Devine and D. E. Eskey (eds), *Interactive Models to Second Language Reading*, (pp. 1 – 7). Cambridge: Cambridge University Press.
- Carver, R. P. (2000). *The Cause of High and Low Reading Achievement*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Chang, A. C. (2010). The effect of a timed reading activity on EFL learners: Speed, comprehension, and perceptions. *Reading in a Foreign Language*. 22(2), 284-303.

- Chang, A. C. (2012). Improving reading rate activities for EFL students: Timed reading and repeated oral reading. *Reading in a Foreign Language*, 24(1), 56-83.
- Chang, A. C. & Millett, S. (2013). Improving reading rates through timed repeated reading. *Reading in a Foreign Language*, 25(2), 126-148.
- Chung, M., & Nation, I.S.P. (2006). The effect of a speed reading course. *English Teaching*, 61, 181-204.
- Cohen, L. L., Manion, L., & Morrison, K. (2000). *Research Methods in Education (5<sup>th</sup> Edition)*. London: Routledge Falmer.
- Cook, A.E., & O'Brien, E.J. (2019). Fundamental components of reading comprehension. In Dunlosky, J., & Rawson, K.A. (Ed.), *The Cambridge handbook of cognition and education*, (pp.237-265). Cambridge: Cambridge University Press.
- Dechant, E., & Smith, H.P. (1961). *Psychology in Teaching Reading*. Englewood Clift, NJ: Prentice Hall.
- Devine, J. (1988). The relational between general language competence and second language reading proficiency: Implication for teaching. In Carrel; J. Devine and D. E. Eskey (Ed.), *Interactive Approaches to Second Language Reading*, (pp. 260-277). Cambridge: Cambridge University Press.
- DiYanni, R. & Borst, A. (2017). *Critical Reading Across the Curriculum: Humanities*. Hoboken: Wiley Blackwell.

- Dole, I.G., & Taggart, L. (2011). *Activate Collage Reading*. Boston: Wadsworth.
- Duffy, G. G. (2009). *Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies*. New York: The Guilford Press.
- Ellis, R. (2006). The methodology of task-based learning. *The Asian EFL Journal*, 8(3), 19-45.
- Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246.
- Eskey, D. (1988). Holding in the bottom: An interactive approach to the language problems of second language readers. In Carrel, P., & Devine, J., & Eskey, D. (Eds.), *Interactive Approaches to Second Language Reading*, (pp. 93-100). New York: Cambridge University Press.
- Fraser, C. A. (2004). Reading fluency in second language. *The Canadian Modern Language Review*, 61(1), 135 – 160.
- Fuchs, D. & Fuchs, L. S. (1993). *Peabody Classwide Peer Tutoring Reading Methods. Unpublished teacher's manual*. Nashville: Vanderbilt University.
- Gerdes, S. A. (2000). *The effects of repeated reading, paired reading, and demonstration on reading fluency* (Master Thesis). Retrieved from Masters Theses database.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.

- Grabe, W. (2014). Key issues in L2 reading development. In *Proceeding of CELC Symposium Bridging Research and Pedagogy*, (pp. 8-18). Retrieved from [www.nus.edu.sg/2\).WilliamGrabe.pdf](http://www.nus.edu.sg/2).WilliamGrabe.pdf)
- Graham, S. & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710-744.
- Grellet, F. (2003). *Developing Reading Skill*. Cambridge: Cambridge University Press.
- Harmer, J. (2007). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Malaysia: Longman.
- Hayland, K. (1994). Purpose and strategy: teaching extensive reading skills. *English Teaching Forum*, 28(2), 14-17.
- Hopkins, D. (2008). *A Teachers' Guide to Classroom Research*. Michigan: McGraw-Hill Education.
- Hudson, R.F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: what, why, and how?. *International Reading Association*, 58(8), 702-714.
- Hudson, R. F. (2006). Using timed repeated reading and readers theatre to increase fluency. *Reading First National Conference*. Summer, 1 – 13.
- Huffman, J. (2014). Reading rate gains during a one semester extensive reading course. *Reading in a Foreign Language*. 26(2), 17-33.

- Hunt, A., & Beglar, D. (2005). A framework for developing EFL reading vocabulary. *Reading in a Foreign Language, 17*, 23-59.
- Johnson. A.P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. New York: Rowman & Littlefield Education.
- Kamhi, A. G. (2005). Finding beauty in the ugly facts about reading comprehension. In H. W. Catts and A. G. Kamhi (eds.), *The Connection between Language and Reading Disabilities*, (pp. 201-213). Mahwah, NJ: Lawrence Erlbaum Associates.
- Konstant, T. (2010). *Speed Reading*. London: Hodder Headline Ltd.
- Kurudayiohlu, M. & Soysal, T. (2015). The impact of speed reading techniques on the rate of reading and level of comprehension of the fifth grade students. *International J. Soc. Sci. & Education, 5*(4), 547-558.
- Lodico, M.G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in Educational Research from Theory to Practice*. San Fransisco: Jossey-Bass.
- Lems, K., Miller, L.D., & Soro, T.M. (2009). *Teaching Reading to English Language Learners: Insight from Linguistics*. New York : The Guildford Press.
- Lyytinen, H., Shu, H., & Richardson, U. (2015). Predictors of reading skills across languages. In Bavin, L.E., & Naigles, L.R. (Ed.), *The Cambridge handbook of child language* (pp. 703-723). Cambridge: Cambridge University Press.

- Macalister, J. (2010). Speed reading courses and their effect on reading authentic texts: A preliminary investigation. *Reading in a Foreign Language*, 22, 104-116.
- Madya, S. (2007). *Teori dan Praktik Penelitian Tindakan Kelas*. Bandung: Alfabeta.
- Mastropieri, M.A., Leinart, A., & Scruggs, T.E. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic*, 34(5), 278-283.
- McNamara, D. S. (2007). *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New York: Lawrence Erlbaum Associates, Inc.
- McShane, S. (2005). *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. New Hemisphere: Portsmouth.
- Mesmer, H.A.E. (2016). *Teaching Skills for Complex Text: Deepening Close Reading in the Classroom*. New York: Teachers Collage Press.
- Mikulecky, B.S., & Jeffries, L. (1996). *More Reading Power*. New York: Addison-Wesley Longman.
- Mikulecky, B.S., & Jeffries, L. (2007). *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. New York: Pearson Longman.
- Mikulecky, B. S. (2008). *Teaching Reading in a Second Language*. New York: Pearson Education, Inc.

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. California: SAGE Publication, Inc.
- Moats, L.C. (2001). When older students can't read. *Educational Leadership*, 58(6), 36 – 40.
- Nation, I.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (2005). *Designing Task for Communicative Classroom*. Cambridge: Cambridge University Press.
- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.
- O'shea, L.J., Sindelar, P.T., & O'shea, D.J. (1985). The effects of repeated readings and attentional cues on reading fluency and comprehension. *Journal of Reading Behavior*, 17(2), 129-142.
- Pang, E.S., Muaka, A., Bernhardt, E., & Kamil, M.L. (2003). *Teaching Reading*. Brussels: The International Academy of Education.
- Pressley, M. (2000). What should comprehension instruction be the instruction of?. In R. Barr; M. L. Kamil; P. B. Mosenthal and D . Pearson (Ed.), *Handbook of Reading Research* (pp. 525-545). New York: Routledge.

- Rasinski, T.V. (1990). Investigating measures of reading fluency. *Educational Research Quarterly*, 14(3), 37 – 44. Retrieved from <http://www.psycnet.apa.org>
- Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Roit, M. (2012). *SRA Open Court Reading Foundational Skills: Five Ways to Build the Cornerstones of Proficient Reading*. New York: McGraw-Hill Education.
- Schumm, J. S. (1999). *Adapting Reading and Math Materials for the Inclusive Classroom*. New York: Pearson Education.
- Setiawan, D. (2013). Improving students reading rate and comprehension by using timed repeated readings. *Journal of English and Arabic Language Teaching*, 4, 141-168.
- Simon, L. (2010). Strategies for Improving Reading Skills among ELL College Students. Retrieved November 20<sup>th</sup>, available at [http://freepatensonline.com/article/Reading\\_Improvement/233607048.html](http://freepatensonline.com/article/Reading_Improvement/233607048.html).
- Stephenson, L. & Harold, B. (2009). Elements of the teaching of reading. *Teachers, Learners, and Curriculum*. 4, 14-21.
- Sutz, R., & Weverka, P. (2009). *Speed Reading for Dummies*. Hoboken, NJ: Wiley Pub.
- Sweet, A.P., & Snow, C.E. (eds.) (2003). *Rethinking Reading Comprehension*. New York: Guilford Press.

- Tan, Z. (2016). Benefits and implementation challenges of task-based language teaching in Chinese EFL context. *International Journal for Innovation Education and Research*, 4(3), 1-8.
- Urquhart, S. & Weir, C. (1998). *Reading in a Second Language: Process, Product, and Practice*. New York: Longman.
- Willis, D. (1996). *A Framework of Task-based Teaching*. London: Longman.
- Willis, D., & Willis, J. (2001). Task-based language learning. In R. Carter, N & Nunan, D. (Ed.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Yusuf, Q., Yusuf, Y. Q., Yusuf, B., & Nadya, A. (2017). Skimming and scanning techniques to assist EFL students in understanding English reading texts. *Indonesian Research Journal in Education*, 1(1), 43-57.
- Zigler, N. (2016). Taking technology to task: Technology-mediated TBLT, performance, and production. *Annual Review of Applied Linguistic*, 36, 136-163.