

THE IMPLEMENTATION OF NON-SEQUENTIAL STRATEGY TO FACE TOEFL ITP PROBLEMS

Ahmad Tauchid¹, Edi Suwandi²

Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro

ahmadtauchid@unugiri.ac.id¹, edisuwandi@unugiri.ac.id²

Abstract. TOEFL was seen as a prerequisite for non-native English students to study abroad, to get a suitable employment, and to get a university diploma. Students also found it challenging to complete the TOEFL reading exam. This was an experimental research based on applying a non-sequential strategy. This study aimed at investigating whether the use of non-sequential strategy was effective to complete the reading comprehension session in TOEFL ITP or not. 100 English university students engaged entirely in the study as participants. They were studying at Universitas Nahdlatul Ulama Sunan Giri (UNUGIRI) located in Bojonegoro, Eastern Java, Indonesia. The researchers provided the students a pre-test and post-test in order to collect the data. The students were permitted to perform the exam on their own during the pre-test. In this pre-test the researchers provided no special instructions. In the post-test, the participants got a preferential treatment. The students were advised to follow a non-sequential strategy for the exam. The data were produced through the students' compilation of TOEFL scores. The data were analyzed by comparing the students' scores in pre-test and post-test. The results showed that a non-sequential strategy to complete the reading comprehension session of the TOEFL test is very effective to be implemented. This result is addressed further in this article.

Keywords: Non-Sequential Strategy, Reading Comprehension, TOEFL ITP

INTRODUCTION

Language is a system consisting of the creation, acquisition, maintenance and use of complex communications systems, particularly the human capacity to do so. Linguistics is the empirical analysis of language. Questions about the language theory, such as when words may be experienced, were explored in ancient Greece at least after Gorgias and Plato. Thinkers like Rousseau claimed that language was emotional, whereas others such as Kant argued it was objective and reasonable. Philosophers from the 20th century, such as Wittgenstein, claimed that philosophy truly is language analysis. Ferdinand de Saussure and Noam Chomsky are significant figures in linguistics. Estimates of the world's number of human languages range from 5,000 to 7,000. Every accurate calculation relies, however, on a partially arbitrary disparity between languages and dialects. Natural languages are spoken or signed, but any language may be encoded with audio, visual or tactile stimuli in a secondary form – for example, with whistling, signing or braille. This is since human language relies on modality.

Depending on the metaphysical viewpoint on the concept of language and context, the "language" may apply to the cognitive capacity to learn and use complicated communication structures or to define the collection of rules which make up those systems or a sequence of expressions which may emerge from those rules. Both languages depend on the semiosis mechanism to connect signs with unique meanings. Oral, manual and

tactile languages contain a phonological structure that determines how objects form sequences called words or morphemes and a syntactic framework that regulates the combination of words and morphemes into phrases and expressions. Human language has efficiency and displacement properties and depends solely on social convention and literacy. Its dynamic framework offers a much broader variety of expressions than any established animal communication mechanism.

Language is supposed to have developed when early hominines began modifying their primal systems of communicating and acquired the capacity to shape a theory of other minds and a collective purpose. This evolution is often considered to coincide with a rise in brain volume and many linguists consider that language systems have developed to perform unique communicative and social roles. Language is processed in several different ways, not least in the regions of Broca and Wernicke in the human brain. Human beings learn language in early infancy by social contact, and infants normally talk fluent by around three years. The usage of words is fundamentally ingrained in human history. There are also numerous cultural and societal applications, in addition to purely communicative uses, such as community identification, social stratification, and social care and entertainment.

Language evolves and diversifies over time and its evolution past may be reconstructed by contrasting modern languages to assess the features of its ancient languages to occur at later stages of growth. A community of languages with a single ancestor was classified as a family of languages. Indo-European is the most commonly spoken and contains languages as varied as English, Russian, and Hindi; Mandarin, Bodo and the other Chinese languages are part of the Sino-Tibetan family; Tibetan; Araba, Somali and Hebrew are part of the Afro-Asian family; Swahili and Zulu are part of the Bantu languages; and hundreds of other languages are spoken in Africa; The Dravidian family languages, primarily spoken in South India, include Tamil, Telugu and Kannada. Academic opinion notes that between 50% and 90% of the languages spoken at the beginning of the 21st century would possibly have vanished by 2100.

Skills are linked to numerous facets of language usage, such as listening, hearing, writing or chatting. Our capacity to do these stuff is our ability. Typically they are classified into two types: sensitive and active. Skills in reception are that of understanding; reading or hearing. Productive abilities include language production; voice or writing. In developing language learning materials, it is essential to consider skills. It allows to define the goals of a case or lecture. It is widely agreed that receptive abilities may take priority over productive ability, but it is important to note that communicating is interactive and involves the most regular usage of both skills. Dividing language through teaching and assessment abilities does not generally represent the usage of language. Ideally, learning materials provide a multi-layered approach to skills where all skills are realistically integrated and shielded. The way to do so is to learn of everyday activities that we do and see if different abilities naturally include them. Imagine, for example, planning a business trip or a social tour with friends. You could first read an e-mail with the trip; then compose a reply. Then maybe you dream about the travel or hear a phone call about a schedule change. You discuss the travel arrangements, compose or speak, and finally talk to others about your scheduled journey. You read, compose, listen and talk throughout this process.

There is sure proof that reading problems also arise in children who are successful decoders and spellers. The reading understanding breakdown will take place for a variety of causes, all of which are listed below. It is necessary to consider how a child has to be able to analyze and filter across several layers of text context in order to understand the written message of the author sufficiently. For the sake of convenience, I have broken down these layers to four distinct methods. Second, a pupil has to be able to decipher the terms on the document in order to interpret a written passage properly. Second, the infant must retain the knowledge long enough in his/her working memory to be interpreted more thoroughly. Third, the child requires sufficient vocabulary, syntax and syntactic capacities

to properly coordinate and read the written letter. Fourth, to process the written message and reach through the surface layer of the letter, a child has to learn greater know-how and meaning. If one or more of these measures leads to a breakdown, the child can struggle to understand the context of the language, sometimes contributing to reading difficulties of understanding and failure.

Each TOEFL ITP segment will pose different test user problems. Here are some typical problems that students sometimes find in the reading portion. The first is control of the time. You'll only have 20 minutes for a reading passage, plus time to read and address all the questions connected with the passage. There is not enough opportunity for several students to address all questions. Most students just barely complete or run out of time answering questions. If you're in the community who can hardly finish the passage or cannot complete it in time, you can do nothing but practice and read a ton of time. The easiest approach is to continue training once you hit your target is to practice a segment in the allocated period. You can utilize the time in a more comfortable manner if you have free time when all the questions have been addressed. Using the extra time to double and triple the responses. With your responses, you never hurt to be extra cautious. If you have two responses and are confused, go for the first choice. Your first choice is more frequently than not the right one in my opinion. Often, you can just waste 16 or 17 minutes reading and answering questions so that you can take a couple more minutes until the time runs out. Our TOEFL reading activities or TOEFL reading simulated exercises may be used to enhance the readability and reaction time.

The second keywords are absent. The time limit to read and answer all your questions places you under pressure, so every little information can be overlooked. One of the most popular errors test drivers make is to err on a truthful issue. This indicates that the words 'NOT' or 'EXCEPT' were missed in the query and so they found a wrong response. In comparison, people sometimes miss transformation terms such as 'however,' 'though' and 'despite' when they read the passage. You may even forget the terms when addressing an insertion or intent query of a sentence. Since you are under a restriction of time and under pressure, it is important to slow down and read every query carefully. Finally, once you have chosen your answer, it may be useful to re-read the question, to ensure that you answer the question correctly. The third vocabulary is unfamiliar. Unfamiliar terminology is one of the main challenges for nearly all TOEFL test consumers. Particularly during the reading portion, it is almost inevitable. If you see foreign terms, below are some measures to try to fix the problem: (1) not every word in one passage. See if the term is necessary to interpret the passage. If it doesn't move forward then because it takes time and it's more necessary to finish the reading portion than to learn every phrase. If the unknown term adds a ton to the general interpretation of the language, follow the next step; (2) review to see if the word is stressed and described. There are not many during the exam, although there are often. And you can press on them and the test description shows up. (3) Interpret the expression to see if you can make a fair approximation. Native English-speakers don't grasp all the words, however they may make an informed impression of their importance depending on the sense of when and how it was used in the sentence. Guess as much as you can, whether it has a positive or a negative meaning; (4) search for a context for a simpler guess in the surrounding paragraph. Often you can infer the entire term depending on the surroundings when you can't guess it. If you can do the finest, then take that and continue. It is really necessary not to adhere to a single term or sentence. You have just 20 minutes, so use it wisely.

The last one is engrossed with thoughts. Like being trapped in an expression, students are even stuck in little information, a term or a specific fact in the essay. This information is also something that allows a student to address one of the queries, because not only do they stay with one theory but also with one question for a long time. Small specifics are relevant but not as big as the general concept. If you have good time, spend about a minute summing up the key concept of the passage in your mind briefly. This will help you easily

discover the incorrect answer later. If you see a sentence that contracted the key concept of the passage, you realize that it's incorrect right away.

English is considered an international language in Indonesia. English is often used in English classrooms in this country when citizens use their native, Indonesian, for everyday interactions outside their classroom. English is an essential language. It is clear that this language is taught before university in junior high school. The capacity of students to master English is generally shown from the English exam, which is the test of foreign language English (TOEFL). This test has been internationally regarded (Warfield, Laribee, & Geyer, 2013).

TOEFL is currently used to earn scholarships to continue studies in English-speaking nations. TOEFL is also used for vacancy purposes. Based on TOEFL, this standardized examination has become so strong that most domestic colleges utilize this test as part of their graduation criteria. University authority establishes this pre-condition because of TOEFL's belief that students should test their capacity to interpret English in academic work (Aliponga, 2013).

All students at UNUGIRI Bojonegoro are expected to pass the TOEFL exam with a minimum score between 450 and 475 (the score depend on the expectation of each faculty). This score is needed before the script or final thesis exam (Samad, Hizir, Kasim, Fitriani & Mustafa, 2016). The category of TOEFL evaluation is a TOEFL forecast, which is a paper test consisting of listening, form and writing and reading understanding parts. In order to obtain high performance in the TOEFL exam, it is widely known that students should be able to address questions from the three categories.

It is not a simple feat to obtain a high score for this exam. This demonstrates in Samad and Fitriani's job (2016). They find that most university students struggle to obtain a necessary graduate grade. They find that only 3% of the TOEFL test users are capable of achieving the predicted TOEFL ranking. This finding has demonstrated that the TOEFL criterion is still not fulfilled by most students. In addition, a research by Abboud and Hussein (2011) indicates that the challenge of reading the understanding portion of TOEFL faced by test users is attributed to the short time and lack of reading skills.

Other research centered on the TOEFL exam in general and reading difficulties. This research is an extension of previous reports, concentrating on exploring whether or not non-sequential approach is effective for students.

READING COMPREHENSION

Literature has given a variety of meanings for literacy. Reading is characterized as an association of readers with texts (Alderson, 2000; Klinger, Vaughn, & Boardman, 2007), leading to automaticity and fluency in reading (Celce- Murcia, 2001). Reading is essential in education because it offers students awareness (Fjeldstad, 1994). To acquire expertise, students must pass on the sense construction method (Snow, 2002). The method of sense creation contributes to interpretation. Students only interpret a document if they understand the facts in the text (Fitriani, 2015). Reading comprehension may thus be described as understanding the written word and the contents read in a text (Healy, 2002; Harrison, 2004; Ali, 2012). The ability to read linked text easily, correctly and expressively (reading fluently) is a valuable skill for understanding reading (Kim, 2015, 2020a, 2020b; Kuhn et al, 2010). Students who struggle with fluent reading also find it challenging to learn (Sabatini et al, 2018).

Understanding is a dynamic capability for cognitive and metacognitive capabilities. Most studies assess the function of certain linguistic predictors including vocabulary or decoding because of the close connection between these cognitive abilities and the output of reading understanding (Cain, 2015; Proctor et al., 2014). Other experiments test both cognitive and

metacognitive capacities that can be moved from oral text to written text, utilizing foreign assessments as a listening understanding (Florit & Cain, 2011). Whatever the document (oral or written) medium, the information and skills required to derive the essence of a text and construct its interpretation or mental model – until encoding is excluded (Cain, 2015). In addition to fundamental skills like vocabulary, high-level skills – including deduction and synthesis, understanding and use of text form, and tracking comprehension – play an important role in developing a mental text model (Cain, 2015).

And if reading a text needs both cognitive and metacognitive abilities, successful readers can do something more: they coordinate their skills within a literary culture to accomplish their objectives, wishes and intentions (motivation). Therefore, study has also been undertaken on the basic influences of the social climate, such as home literacy and colleges, society and the impacts of the various kinds of reasons (Kirkland & Hull, 2011; Ning et al., 2013; Verhoeven, 2011) (Proctor et al., 2014; Morales, 2011 and Morales et al., 2010). Awareness interpretation relies on decoding and understanding of the language. There is ample proof that variations in reading success can be clarified by individual variations in those abilities, both in English and in some other languages (Ripoll Salceda et al., 2014 offer a systematic review; Catts, 2018, updated references on the topic). In bilingualism, on minority language speakers, the predictive influence of both of these variables in the success of reading is measured primarily in hegemonic language. Earlier literature suggests that both encoding and linguistic comprehension are important for learning the language in primary schools, and their roles differ with the age and year of schooling (Babayigit, 2014; Lervåg & Aukrust, 2010; Mancilla Martinez & Lesaux, 2010; Verhoeven & van Leeuwe, 2012). While decoding and interpretation of the language are important, their results differ throughout development. Although the importance of word-decoding is declining as children grow older and study more, the position of language understanding remains high overall, most likely because of its omnipresent influence; it is an ability that continues to grow and its impact thus does not decrease (Lervåg & Aukrust, 2010; MancillaMartinez & Lesaux, 2010; Verhoeven & van Leeuwe, 2012).

Regarding the reasons that describe the comprehension of reading languages in which transparent orthographies are reliably matching grapheme phoneme, it is evident that language understanding assessed through listening (understanding brief passages or stories) has a strong predictive potential attributable to the early creation of decoding. Florit and Cain (2011) published a meta-analysis of 33 reading interpretation research in English, Italian, Spanish and other European languages. In the chosen studies normal or combined language ratings for reading and linguistic interpretation, precision and fluency in terms and non-words are used for word(s) (vocabulary). The authors observed that reading understanding of languages with translucent orthographs was clarified in a separate manner through decoding and language understanding, based on children's age and the amount of school years. When children were young (6 to 7 years) and/or first (first and second) decoding was the most important factor, especially when measured by fluency rather than precision. By comparison, when children were older (8 to 11) and/or in advanced grades (third, fourth and fifth), it was equally nice to understand the language, and to decode, without any differentiation between decoding steps (fluency or accuracy).

Studies of Tobia and Bonifacci (2015) and Bonifacci and Tobia have verified the strength of language understanding in a language with straightforward spelling such as Italian (2017). In the first 5 years of education, Tobia and Bonifacci (2015) assess 1895 children's success in the decoding phase – measured by fluency and correct interpretation of terms and words – and by listening comprehension – measured by questions regarding a narrative passage which they listened to. Listening interpretation was the strongest indicator of understanding reading, although accuracy-measured decoding played a small but important function. More recently, Bonifacci and Tobia (2017) evaluated 260 bilingual language minority children subjected to Italian in the first or next two years of primary school using the same tools. Like monolinguals, the best indicator for knowing reading in Italian for both classes

was listening to an understanding, accompanied by decoding (measured by accuracy reading) only for the younger community.

The reading is for a printed document (Kuperman & Van Dyke, 2013). It is a dynamic task that requires vision and reflection (Syafi, 2018). Reading consists of two mechanisms linked, word comprehension and interpretation. Term identification refers to the way a written sign correlates to a spoken phrase (Marzuki, 2019). One way to interpret the text is by referring to knowing events. The teachers typically do this after telling their students to read the text in the classroom. Brown (in Marzuki, 2019) said that reading plays an important part in people's daily lives. Reading is a daily business that eventually has to be completed. Sulisty (2011) claims we read for knowledge for fun on the other side. It means reading the position and value of knowing in our everyday lives. For a teacher who cares about the student's expertise in reading material or knowledge by reading exercises, it is urgent for them to often find the best approach to educate their students and to examine them more closely through reading them because reading is an indispensable commodity, which an individual must also have at the modern era. It is assumed that reading (critical) is an excess of window knowledge obtained. The exam is part of the appraisal (Brown, 2004; Aprianoto & Haerazi, 2019).

Reading is a vital ability for much, if not all, undergraduate learning and tertiary success. Understanding reading is the mechanism through which a reader selects details, knowledge or ideas from written material: it decides the sense of the speaker and how they relate (Lail, 2019). For prior experience and judges, their appropriateness and importance in administering the wishes and goals of the learners themselves. According to Haerazi (2019), students ought to recognize and recall texts by attempting to infer, elaborate theories and discard unimportant information in order to promote meaningful comprehension. It is further strengthened by Garner (1998) who says that learning tasks include cognitive processes needing students to obey a message from a writer and to respond to it. Who is remote, time and space? (1995). Productive and reflective reading procedures in a rational manner. It can lead learners to evaluate and consider critically about the text, resulting in information reconstruction (Haerazi, et al 2019).

READING DIFFICULTIES and NON-SEQUENTIAL STRATEGY

Many students have found reading challenging because of many reasons, one of which being their lack of comprehension of a given document (Ali, 2012). Their language limitations and certain phrases may prevent them from understanding the meaning of English texts (Fitriani, 2015). This influences the capacity of students to address questions in the TOEFL reading understanding segment (Antoni, 2014). Students at a Malaysian university in a report by Alghail and Mahfoodh (2016). The challenges are in paraphrasing, writing notes, promoting suggestions and handling the read test period. A second scholar, Chawwang (2008), says that complicated terms, subject matter, the core concept of the passage and language are the most important challenges. Related study has been performed in EFL Saudi learners by Nezami (2012). In her study, she noticed that the text is challenging to interpret for her students because of her minimal experience and skills.

To address the issues, certain reading techniques are widely used to interpret the knowledge found in the text, such as synthesizing, producing queries, skimming, scanning (Phillip, 2003). Language students should use any technique to interpret the documents. Reading techniques are rather relevant, not just to interpret the text effectively but to solve every issue of reading.

TOEFL TEST

TOEFL is an internationally recognised and valued language exam in English (Warfield, Larabee & Geyer, 2013). TOEFL is used to test foreign language learners' English skills (ETS, 2006). One might know the English skills of students whose English is not their natural language with the TOEFL exam. In certain cases, TOEFL is used, for example, to resume learning in English-speaking nations. In addition, this exam is mandatory for those who wish to apply for a job both in their home country and abroad. In reality, universities in Indonesia must complete the test to receive a bachelor's degree (Samad, 2016).

ASPECTS AND SKILLS IN TOEFL READING SECTION

The reading text of the TOEFL exam has a range of facets and talents. According to Phillips (2003), there is a total of 13 expertise in five areas of TOEFL reading awareness. Next, concerns regarding the passage concepts. This element consists of two competencies: to correctly address key concept questions and to understand the organization of ideas. Secondly, queries were addressed explicitly. This portion consists of three skills: accurate responses to detailed queries, unstated facts and pronoun references. Thirdly, the concerns were replied implicitly. This element consists of two skills that address implicit and transitional queries. The fourth is vocabulary problems, made up of four abilities which are used to detect meanings from structural hints, locate word bits, provide sense by utilizing context of complicated and simple terms. The last one is to be checked.

Test-takers are recommended to adopt a non-sequential approach, according to Rogers (2007). It is a technique to address questions of reading-understanding by the percentages, though not in the following order: (1) all questions regarding vocabulary, (2) all questions that ask you to define a noun or pronoun, (3) all questions that ask for knowledge in the passage, (4) all questions about the key concept of the passage; This sequence is meant for all test operators to address questions from the simplest to the worst.

METHOD

It was an experimental research based on the application of a non-sequential strategy. There were 100 English university students who engaged entirely in this study as participants. They studied at Universitas Nahdlatul Ulama Sunan Giri (UNUGIRI) located in Bojonegoro, East Java, Indonesia. In order to collect the data, the researchers gave students a pre-test and post-test. The students were permitted to complete the exam in their own way during the pre-test. In this pre-test, the researchers provided no special instructions. In the post-test, the participants got a preferential treatment. The students were advised to use a non-sequential strategy to complete the examination.

FINDINGS AND DISCUSSION

By comparing the result of pre-test and post-test, the results showed that the increasing score of the students in the post-test. The pre-test indicated that of 100 test takers there were 93 people who got scores between 350 – 450. And 7 test takers got scores between 470 – 500. In contrast, the post test revealed the significant improvement. As many as 75 participants got scores between 500 – 530, 17 participants got scores ranging from 550 – 580. The rest (8 participants) got score 450 – 475 which showed no significant improving scores. It means that as much as 92% of the students had higher score with the treatment. As a result, it could be said that the use of non-sequential strategy used to do TOEFL ITP especially in reading section part was an effective way to be implemented to overcome the students' problems in reading section. This finding was in line with the suggested theory proposed by Rogers (2007) that completing the reading section in paper-based test was more appropriate to use non-sequential strategy.

CONCLUSION

TOEFL was widely used as a foreign measure for determining the extent of student abilities in English mastering. This test was critical for applying for a bursary, a work and a university student. To meet these goals, students wanted to know the challenges that this exam could bring, so that they were informed of the approach that might help them minimize their issues. Students had to apply a non-sequential approach to solve TOEFL comprehension issues.

REFERENCES

- Abboud, Z. A. R., & Hussein, N. J. (2011). The difficulties faced by advanced Iraqi foreign learners in passing ITP TOEFL test. *Journal of Basrah Researches (Humanities Series)*, 36(4), 110-138.
- Alderson, J.C. (2000). *Success in English Teaching*. New York: Oxford University Press.
- Alghail, A.A.A. & Mahfoodh, O.H.A. (2016). Academic reading difficulties encountered by international graduate students in a Malaysian university. *Issues in Educational Research*, 26(3), 369-386.
- Ali, H. (2012). The use of silent reading in improving students' reading comprehension and their achievement in TOEFL score at a private English course. *International Journal of Basic and Applied Science*, 1(1), 47-52.
- Aliponga, J. (2013). Reading journal: its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12), 73-80.
- Antoni, R. (2014). An analysis on 6th semester students' TOEFL experience at English department of teachers training and education faculty of Pasir Pengaraian
- Aprianoto, & Haerazi (2019). Development and assessment of an interculture-based instrument model in the teaching of speaking skills. *Universal Journal of Educational Research* 7(12) pp. 2796-2805. DOI: <https://doi.org/10.13189/ujer.2019.071230>.
- Ary, D., Jacobs, LC., Sorensen, C., & Razavieh, A. (2006). *Introduction to Research in Education*. (7th ed.). Wadsworth: Cengage Learning.
- Babayigit, S. (2014). The role of oral language skills in reading and listening comprehension of text: A comparison of monolingual (L1) and bilingual (L2) speakers of English language. *Journal of Research in Reading*, 37(S1), S22–S47. <https://doi.org/10.1111/j.1467-9817.2012.01538.x>
- Bonifacci, P., & Tobia, V. (2017). The simple view of reading in bilingual language-minority children acquiring a highly transparent second language. *Scientific Studies of Reading*, 21(2), 109–119. <https://doi.org/10.1080/10888438.2016.1261869>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*.
- Cain, K. (2015). Literacy development: The interdependent roles of oral language and reading comprehension. In R. H. Bahr & E. R. Silliman (Eds.), *Routledge Handbook of Communication Disorders* (1st ed., pp. 556–584). Routledge.
- Celce-Murcia, M. (2001). *Teaching English as a Second and Foreign Language* (Third Edition). Boston: Heinle and Heinle Thomson Learning Inc.
- Chawwang, N. (2008). *An Investigation of English Reading Problems of Thai 12th Grade Students in Nakhonratchasima Educational Region 1, 2, 3, and 7* (Unpublished Doctoral dissertation) Srinakharinwirot University Bangkok.
- Davis, F. (1995). *Introducing Reading*. London: Penguin Books
- Difficulties*. New York: The Guildford Press.
- Educational Testing Service (ETS). (2010). *Test and Score Data Summary for TOEFL Internet-based and Paper-based Tests*. Retrieved November 29, 2015 from

- www.ets.org/toefl.
- Fitriani, S. S. (2015). Improving reading comprehension of Acehese EFL students. Unpublished Doctoral Dissertation.
- Fjeldstad, M. C. (1994). *The Thoughtful Reader. A whole Language Approach to College Reading*. New York: Harcourt Brace & Company.
- Florit, E., & Cain, K. (2011). The simple view of reading: Is it valid for different types of alphabetic orthographies? *Educational Psychology Review*, 23(4), 553–576. <https://doi.org/10.1007/s10648-011-9175-6>
- Garner, R. (1998). *Metacognition and Reading Comprehension*. New Jersey: Prentice Hall
- Haerazi, H., May Vikasari, R., & Prayati, Z. (2019). The use of scientific-based approach in ELT class to improve students' achievement and classroom interaction. *Register Journal*, 12(2), 157-180. <https://doi.org/10.18326/rgt.v12i2.157-180>
- Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). Practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension in relation to motivation. *English Review: Journal of English Education*, 8(1), 139-146. <https://doi.org/10.25134/erjee.v8i1.2011>
- Harrison, C. (2004). *Understanding Reading Development*. London: SAGE Publication
- Healy, C. (2002). *Reading: What the Experts say*. Parent Educational Advocacy Training Center. Retrieved September 29, 2016 from <http://www.peatc.org>
- John, W.B., & James, V.K. (2006). *Research in Education, Tenth Edition*. Chicago: Pearson Education Inc.
- Kim, Y.-S. G. (2015). Developmental, component-based model of reading fluency: An investigation of word-reading fluency, text-reading fluency, and reading comprehension. *Reading Research Quarterly*, 50, 459–481. Doi:10.1002/rrq.107
- Kim, Y.-S. G. (2020a). Hierarchical and dynamic relations of language and cognitive Skills to reading comprehension: Testing the direct and indirect effects model of reading (DIER). *Journal of Educational Psychology*, 112(4), 667–684. doi:10.1037/edu0000407
- Kim, Y.-S. G. (2020b). Toward integrative reading science: The direct and indirect effects model of reading (DIER). *Journal of Learning Disabilities*, 53, 469–491. doi:10.1177/0022219420908239
- Kirkland, D., & Hull, G. A. (2011). Literacy out of school. A review of research on programs and practices. In M. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research: Vol IV* (pp. 711–725). Taylor and Francis.
- Klinger, J. K., Vaughn, S., Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning*
- Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45(2), 230–251. doi:10.1598/RRQ.45.2.4
- Kuperman, V., & Van Dyke, J. A. (2013). Reassessing word frequency as a determinant of word recognition for skilled and unskilled readers. *Journal of Experimental Psychology: Human Perception and Performance*, 39(3), 802–823. <https://doi.org/10.1037/a0030859>
- Lail, H. (2019). Answering reading texts on English tryout test based on the 12th grade students' strategies at SMA Negeri 1 Kuripan Lombok Barat. *JOLLT Journal of Languages and Language Teaching*, 7(1), 3-5. doi:<https://doi.org/10.33394/jollt.v7i1.1434>
- Lems, K., Miller, L. D., & Soro, T. M. (2010). *Teaching Reading to English Language Learners: Insights from Linguistics*. New York: The Guilford Press.
- Lervåg, A., & Aukrust, V. G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology and Psychiatry*, 51(5), 612–620. <https://doi.org/10.1111/j.1469-7610.2009.02185.x>
- Li, Y., & Wang, C. (2010). An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL context. *The Asian EFL Journal*, 12(2), 144-162.

- Mahmud, M. (2014). The EFL students' problems in answering the test of English as a foreign language (TOEFL): A study in Indonesian context. *Theory and Practice in Language Studies*, 4(12), 2581-2587.
- Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*, 102(3), 701–711. <https://doi.org/10.1037/a0019135>
- Marzuki, A. G. (2019). Developing students' reading skills on Islamic texts through SQ3R method in an EFL class. *REGISTER JOURNAL*, 12(1), pp.49-61, DOI: <http://dx.doi.org/10.18326/rgt.v12i1.49-61>

- Mathematics, Statistics and Its Application (ICMSA), October 4-6, Banda Aceh, Indonesia*
- Morales, S. (2011). Variables socioculturales y cognitivas en el desarrollo de la comprensión de lectura en Lima, Perú. *Revista Peruana de Investigación Educativa*, 3, 96–129. <http://revistas.siep.org.pe/RPIE/article/view/18>
- Morales, S., Verhoeven, L., & van Leeuwe, J. (2010). Sociocultural variation in reading comprehension development among fifth graders in Peru. *Reading and Writing*, 24(8), 951–969. <https://doi.org/10.1007/s11145-010-9242-2>
- Nezami, S. (2012). A critical study of comprehension strategies and general problems in reading skill faced by Arab EFL learners with special reference to Najran University in Saudi Arabia. *International Journal of Social Sciences and Education*, 2(3), 306-316.
- Ning, B., Van Damme, J., Liu, H., Vanlaar, G., & Gielen, S. (2013). Students' individual perceptions of school climate predict reading achievement in Shanghai. *International Journal of School & Educational Psychology*, 1(3), 188–198. <https://doi.org/10.1080/21683603.2013.821638>
- Philips, D. (2003). *Longman Preparation Course for the TOEFL Test*. London: Longman.
- Ripoll Salceda, J. C., Aguado Alonso, G., & Castilla-Earls, A. P. (2014). The simple view of reading in elementary school: A systematic review. *Revista de Logopedia, Foniatría y Audiología*, 34(1), 17–31. <https://doi.org/10.1016/j.rlfa.2013.04.006>
- Rogers, B. (2007). Peterson's master TOEFL reading skills. USA: Nelnet Company.
- Sabatini, J., Wang, Z., & O'Reilly, T. (2018). Relating reading comprehension to oral reading performance in the NAEP fourth-grade special study of oral reading. *Reading Research Quarterly*. doi:10.1002/rrq.226
- Samad, I. A., Hizir, Kasim, U., Fitriani, S. S., & Mustafa, F. (2016). *Resep Unggulan Unsyiah Meningkatkan Nilai TOEFL. Proceeding of Seminar Nasional Pengembangan Pendidikan Tinggi, 25 October 2016*. Padang: Andalas University Press.
- Samad, I. A. (2016). *Improving Students' Competence in the Thesis Defence*.
- Snow, C. (2002). *Reading for Understanding (Towards an R&D Programs in Reading Comprehension)*. Santa Monica: RAND
- Sulistyo, G. H. (2011). *Reading for Meaning: theories, teaching strategies and assessment*. Malang: Pustaka Kaiswaran.
- Syafi, M. L. (2018). Using online short stories to improve the reading comprehension ability, *REGISTER JOURNAL*, 11(2), 2018, pp.121-138, DOI: <http://dx.doi.org/10.18326/rgt.v11i2.168-191>
- Tobia, V., & Bonifacci, P. (2015). The simple view of reading in a transparent orthography: The stronger role of oral comprehension. *Reading and Writing*, 28(7), 939–957. <https://doi.org/10.1007/s11145-015-9556-1>

- University. *Journal Ilmiah Edu Research*, 3(1), 9-16.
- Verhoeven, L. (2011). Second language reading acquisition. In M. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research: Vol IV* (pp. 661–687). Taylor and Francis.
- Verhoeven, L., & van Leeuwe, J. (2012). The simple view of second language reading throughout the primary grades. *Reading and Writing*, 25(8), 1805–1818. <https://doi.org/10.1007/s11145-011-9346-3>
- Warfield, W., Larabee, R., & Geyer, R. W. (2013). Examining results and establishing benchmark data from the TOEFL ITP test. *American Academic & Scholarly Research Journal*, 5(3), 191-198.