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A Narrative Study of Teachers' Beliefs in Online Speaking Class

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A B S T R A C T

This study aims to determine teachers' beliefs in conveying communicative EFL teaching during the pandemic. The current research is ground by the restrictions in the form of learning hours and other factors on distance learning that affect the communicative teaching principles which is usually occur in offline class. Therefore, it is important to understand teachers' beliefs by understanding how teachers overcome the limitations related to the speaking practices and language skills of students in online learning. A qualitative narrative inquiry research design will be used as relevant method for this study. This research design enabled the researchers to gather data into a descriptive data analysis. The data will obtain firstly by describing the three EFL teachers' interaction with learners in speaking online class, then explores the teachers' beliefs about speaking practice in interviews. In addition, undemanding's questionnaires is also necessary to engage as effective secondary data to strengthen primary data. Thematic analysis is requiring for this study to identified, analysed, and coded participants' responses to voice their beliefs. These findings provide an opportunity to understand the potential role of beliefs in shaping communicative online learning. This investigation tracked down that talking practice is molded by different convictions held by educators, not just identified with their need to apply an informative learning, but also the importance of providing appropriate and useful language learning and solutions to barriers that occur in online speaking classes. It was found that the strategies that is believed for creating meaningful learning had reality gap in the implementation.

Keywords: Google meet, Critical reading, Improvement.

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INTRODUCTION

As we know that one of the most important aspect in mastering a language is the ability to read. As a matter of fact, that many students get low score in reading class lesson. On the other hand, only few students get high score in reading class lesson. If we analyze by using the four competencies of mastering english such as: Speaking, Writing, Reading and Listening, they have tight relationship each other. In the researcher point of view, based on daily observation and interview with some students, the main cause of students' low reading achievement is reading strategy or techniques of reading. It can be checked in class activity, some of them do not have self confidence in reading and do the exercises. Thus, some of them do not do the assignment well, this can be caused by lack of knowledge of reading techniques and they also regard that reading is one the most difficult subject and bored to

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read english reading material. Consequently, they often get low marks in reading subject at the end of the the semester.

Reading comprehension is the process of recognation, iterpretation and perception of written or printed material. It is also process of communication from the writer to the reader. It involve the recognation of the letter, words, phrases and clauses, and in the some aspects.

According to Peggy (1990), reading is the process of constructiing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of reading situation.Nation (1997) suggests that the role of reading is to develop students's language knowledge in several ways. First, reading is essentially an individual activitiy and therefore learners of different proficiency level could be learning at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interest in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom. Furthermore, he adds that the role of reading is to improve students' reading fluency. Finally, it is intented to develop vocabulary.

Hosenfeld in Abisamra (2003) defines reading as a bi-directional process that concern both the reader and the text. The level of reader comparison of the text is determined by how well the reader variables-interest level in the text, purpose of reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risk-interact with the text variable-text type, structure, syntax, and vocabulary. Furthermore, Bynes (1998) adds that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is.

Comprehension means readers' activitiy in learning to focus on important information. The comprehension check reflects the major idea of the text is in order to help the readers to focus on important information (Markstein, 1981). The theory explains that in comprehending the text, readers should reflect the major idea of the text so that they can get important information. Comprehension is an active process and the reader must interact and be engagaged with the text for it to work well (Kruider: 2002). In reading the reader is not passive but he must relate what he knows and what he reads and he has to think to get better comprehension.

According to Adam (2000), in order to improve comprehension, the reader should establish a purporse that help them to get involved in the reading assignment such as reading for pleasure, reading for special application, reading for general idea, reading to locate specific information, reading to critically evaluate, recognizing and understanding main idea and supporting detail, understanding relationship, critical reading.

Reading comprehension is process using synthetic and semantic information found in printed text to reconstruct in the readers mind. Also reading is the process of getting information from print. It is not a passive, receptive activity, but requires the reader to be active in thinking. A competence reader reconstructs a writer message. This construction of a meaning is an interactive process between the reader and the text, because the reader also makes contribution.(Devine, 1986)

Moreover, Lens (2005) says that reading comprehension is the process of constructing meaning for the text. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Thus, the students must have some knowledge of the meaning of individual words in order to get meaning from sentences, paragraph or whole selections. When the students have lack of prior knowledge the teacher can teach vocabulary as per reading step, provide experiences by enriching the background knowledge, and introduce a conceptuaul framework analogous which is essential as a practical means for introducing students to unfamiliar information in the context of familiar framework. (Pearson, 1984)

According to Alexander (1988), there are some factors that influence the development of reading comprehension, such as the reading material, vocabulary, the total program of reading instruction, the child own personality, attitude, interest, and reading habit. Grabe (1992:50-3) notes six in particular in the case of reading. These are: 1) The perceptual automatic recognition skill; 2) Linguistic skills; 3) Knowledge and skills of discourse structure and organisation; 3) Knowledge of the world; 4) ynthetic and critical evaluation skills; 5) Metalinguistic knowledge and skills.

Dealing with the above problem the researcher applied a teaching strategy which might be able to enhance students' reading comprehension by using critical reading strategies. Since the students of the Fourth Semester of Students of STBA Persada Bunda Foundation in Pakanbaru, have diffferent level of proficiency, the researcher tried to increase students' reading comprehension by using the techniques.

The human ability to understand and use language remains one of the unsolved mysteries of modern science. Language is one of the crucial aspects of human intelligence; in fact, some have argued that it is the central aspect (e.g., Fodor, 1975; Johnson, 1987; Lakoff & Johnson,1980; Whorf, 1956; Wittgenstein, 1968). Although the human language processing system has been studied extensively by researchers from a number of perspectives, including technical, social, and psychological perspectives, it is still unclear how humans process language and even what a scientific theory or explanation of this ability might look like.

In this case, we focus on one of the tasks that the human language processing system is responsible for reading. By reading we mean the task that takes as its input a body of text in a natural language and produces as its output an understanding of that text. An obvious question to be addressed is the nature of this understanding: what is it, how it is represented, for what and how it is used, and how it might be measured. Another important question is the nature of the task itself: how is it carried out, what its constituent tasks are, and how we (as researchers) might describe this task and how it works. Implicit in this approach is the assumption that a theory of reading must account not only for what reading produces as its result (an understanding of the given text) but also how exactly reading works such that it can produce the said result from the given text. In other words, we seek an explanatory theory or model of the reading process and not simply a descriptive account.

From the statement above can be concluded that critical reading techniques is an appropriate techniques in order to improve students' reading comprehension in mastering reading subject or any other reading material as whole. It can be used in teaching any subject included in teaching English as foreign language. Based on the reasons above the researcher conducted a classroom action research entitle "The Use of Google Meet for Critical Reading Improvement Strategies of Fourth Semester Students of School of Foreign Language at Persada Bunda Foundation in Pekanbaru".

METHOD

Based on the research questions and the purpose of this research which would like to improve students' reading comprehension for the First Year Student of Academy of Foreign Language of Persada Bunda Foundation by Critical Reading and strategies, the researcher uses Classroom Action Research. Johson (2005) defines action research as a process of studying a real school or class situation to understand and improve the quality of action or instruction. Moreover, Mills (2003) states that action research is any systematic inquiry conducted by teacher or instructor by the teaching learning improvement to gather information about how their particular school operates, how they teach and how well their students learned.

Gay and Airasion (2000) note some purpose of action research: 1) to find the problem and to find the solution, 2) The researcher should change a situation so that

it is the same to her or his preference. 3) To effect teacher action, belief and activities. 4) To study and to increase their own teaching activities.

Based on the explanation above can be concluded that classroom action research is a kind of research that is done by the teacher to solve the problems found in the classroom. The purpose of the research is to improve the quality of the teacher and the students teaching and learning process. Teacher finds out a solution how to overcome the problems. In this research, Critical Reading and strategies research is used. In this case the researcher and other english teacher become a team who work together to overcome the problem faced in teaching reading.

FINDINGS AND DISCUSSION

This research was done in to two cycles. There were three meetings in every cycle. Each cycles consisted of four phases. They were planning, action and observation, evaluation or reflection. As explanation in the previous chapter, from the researcher's observation and experience in teaching reading comprehension in the classroom, he found that most of the students were lack of comprehension when they were asked to read especially to read English reading text or reading subject in the classroom.

Based on the problem, the researcher interviewed and asked some questions to the students why they had difficulties in comprehending reading text. There were some answers of the students that made them in that condition. They were lack of comprehension because they did not know how to read English texts and the technique used to comprehend the English text. In other word their condition was as the effect of reading technique.

Cycle 1

Plan

I decided the time schedule of the research. It was planned that each cycle consisted of three meetings. The the first cycle started on 20 April up to 03 Mei 2021. The researcher prepared some forms of observation checklist to record the student't activities during the process of teaching and learning. The implementation of reading strategies in the first cycle was done by applying the lesson plan and reading text that had been prepared at the planning.

Action

The implementation of the action research in the first cycle was done in three meetings, there was meeting a week. In the classroom activity, the researcher as lecturer began the class by greeting the students and took attendance. The lecturer informed the students that he was going to do research and gave pre-test for the students in order to know the students' background about the reading. The result of students' pre-test were corrected by the researcher. Then, the lecturer explained about how to understand the reading text by giving examples and exercises by using reading text.

After explaining about paragraph, the students were asked to do the exercise to find topic, main idea, detail, cohesion and coherence. While the students were doing the exercises, lecturer monitored the activities that were done by students by using observation sheets. For the second meeting, lecturer came to the class and check the students' attendance. Then the lecturer lead the students' to check students' works and asked them to conclude the understanding of paragraph and collaborator monitored the students activity in learning process by using observation sheet.

For the last meeting of cycle 1, lecturer gave more explanation how to find topic, main idea, detail, cohesion and coherence in a reading text by using more example of paragraph. To make students more understand the way how to find topic, main idea, detail, cohesion and coherence in a paragraph as exercises as homework. Finally, the lecturer gave post test to the students to see how well they could understand paragraph espcially in finding topic, main idea, detail, cohesion and coherence. The students were asked to find the reading

indicator such as Topic (T), Main Idea (MI), Detail (D), Cohesion (CO), Coherence (COH). The highest score for each items is 20, which consisted of five parts for each paragraph. So the total score for one test (a reading text) is 100. The students were successful in determining topic, main idea, detail, cohesion and coherence in paragraph if they got score above 13. The students regarded success in comprehending paragraph if they got score above 65. The test that was given in post-test was the same with the test in pre-test, in order to compare students' competency before and after teaching and learning process. This was also to see how far learning could increase students' ability in understanding paragraph as the purpose of this research. Students' mark in pre-test and post-test in cycle 1.

The result shown that the students who got score in determining topic above 13 before doing classroom action research were only 10 students (71%), after conducting the research in cycle 1 became 11 students (78%). For main idea, before conducting the research were 10 students (71%), after conducting the research became 12 students (85%). In deterimining detail, before conducting the research 10 students (71%), after conducting the research became 13 (92%). For cohesion, before conducting the research were 3 students (21%), after conducting the research became 9 students (64%). At last for coherence, before econducting the research were 9 students (64%), after conducting the research were 11 students (78%).

Observation

To find out what happen in the classroom during teaching and learning process through critical reading, the researcher also used observation as the data collection techniques. The researcher was helped by the colloborator who observed the activities that are appropriate to a given situation that provide useful information. She collected the data to observe the situation of students while learning in the class.

In doing observation, the collaborator filled observation list prepared before. The observation list contained the students' activities during teaching and learning process. From the analysis of observation of students' activities, there are some problems existed still axist. They were: 1) Students were not actively involved asking question and discussion. 2) Some students were just keep silent. 3) Students were not brave enough to give comment. 4) Lack of students were crativity in learning. 5) Students were hard to make conclusion

In conclusion, it could be concluded that some problems could not solved yet. The students were not actively participated yet because they did not understand the way what to do in critical reading strategies. The students also could not interact among their group member so that they did not get what they hope from learning process. For the next cycle the researcher would explained the principle of critical reading strategies and paragraph elements such as topic, main idea, detail, cohesion and coherence.

Cycle 2

This cycle started on 05 Mei 2021 and ended on 20 Mei 2021. It was done for three meetings. The researcher also prepared the materials and lesson plan. The material are reading texts.

Plan

The action plan for this cycle were based on the problems that were found in cycle 1. The plans were set up such the following: 1) Redesigning the activities in the class with more focused onthe appropriate technique in doing learning activitiy. 2) Prepare reading text that are going to be discussed together in group. 3) The teacher gave more explanation about understanding reading or paragraph.

Action

For the first meeting the researcher came to the classroom chosen based on the schedule and did the teaching procedure that has been stated in the lesson plan. The implementation of the action research in the second cycle was done in three meetings, there was a meeting week which were held on every Tuesday in the evening.

In the classroom activities the teacher started the lesson by saying good evening to the students, and the teacher check students attendance. Then researher inform the indicator and the target that is going to be reached as long as teaching and learning process by giving

information about the result of pre-test and post test in cycle 1 and some weaknesses that was found by lecturer and colaborator in applying skimming technique.

After the teacher explained about critical reading techinque, the students were asked to discuss in group and researcher distributed the worksheet to each group. Each member of the group has responsibility with their task. While the students were working in the group, researcher and collaborator monitored the activities that were done by students by using observation sheets. The researcher inform to the students that the activities would be continued at the second meeting by presenting the result of their discussion.

For the second meeting, the lecturer came to the class and check the students' attendance. The teacher explained the way how to report the result of critical reading technique. Lecturer and collaborator monitored the students presentation in reporting their task by using observation sheet. The next activity, the lecturer and students made conclusion about how to understand paragraph in order to determine topic, main idea, detail, coherence and cohesion.

The third meeting, the lectrurer came to the class and checked students' attendance. Then the teacher gave more understand the way how to find topic, main idea, detail, cohesion and coherence in paragraph by using some more example of paragraph. To make students more understand the way how to find topic, main idea, detail, cohesion dan coherence, the teacher gave students some paragaraph as exercises. Students did the task individiually, the result of exercise are discussed together.

Finally, the lectrurer gave post- test to the students to see how well they could understand paragraph especially in finding topic, main idea, detail, cohesion and coherence. The result of the test was corrected by the collaborator in order to make them objective, and the students' makr in pre-test and post-test in cycle 2 can be seen in table 1.

Table 1. Students' Reading Comprehension

READING COMPRENSION SCORE IN CYCLE-2							
NO.	**NAME**	**POST-TEST**					
	STUDENTS' SCORE	**T**	**MI**	**D**	**CO**	**COH**	**TTL**
1	**A**	17	14	16	17	16	80
2	**B**	19	18	18	17	15	87
3	**C**	18	14	13	15	17	77
4	**D**	20	12	17	13	17	79
5	**E**	19	11	20	10	10	70
6	**F**	17	18	16	12	12	75
7	**G**	18	20	16	14	17	85
8	**H**	18	16	18	14	17	83
9	**I**	18	14	18	14	17	81
10	**J**	20	17	17	16	10	80
11	**K**	17	18	20	17	16	88
12	**L**	17	17	18	10	10	72
13	**M**	17	17	17	15	16	82
14	**N**	13	17	20	12	10	76
	Maximum Score	**20**	**20**	**20**	**20**	**20**	**100**
	Total Score	**366**	**330**	**360**	**290**	**297**	**1643**
	Highest Score	**20**	**20**	**20**	**15**	**17**	**92**
	Lowest Score	**17**	**11**	**14**	**5**	**10**	**57**
	Average	**17.4**	**15.7**	**17.1**	**13.8**	**14.1**	**78.2**
	Total Score Maximum	**420**	**420**	**420**	**420**	**420**	**2100**
	Percentage	**90**	**90**	**86**	**76**	**62**	**100**

From table 3 it can be seen the students who got score above 13 in determining topic were 13 student (90%), the number of students who got score above 13 in determining main idea were 13 students (90%), and the number of students who got score above 13 in determining detail were 12 students (86%). For cohesion were 11 students (76%). At last for coherece were 4 students (33%).

Observation

Observation in cycle 2 was similar in cycle 1. In this case the observation was focused on the students' activities in critical reading especially. Based on the result of observation students activities in discussion activitiy, there were two problems that was found: (1). Some students still had low participation and did not get involve in learning activity (2). Some students were not actively in doing the exercises, and present the result of the exercises. Based on the result of post-test cycle 2 compared with the result of post-test in cycle 1, the students who got score above 13 in deterimining topic in cycle 1 were 11 students (71%) and cycle 2 were 13 students (90%) and for main idea 12 students (86%) for cycle 2 were 13 students or 90%. For cohesion in cycle 1 4 students (29%) became 11 students (76%) cycle 2. The coherence was 4 students (33%) became 9 students (62%).

It could be concluded that skimming technique was able to improve learning process. From the result of post-test cycle 2, there was increasing score in determining main idea, however in determining topic and detail was decreased. After the researcher discussed with collaborator so the resarcher would be continued to cycle 3 to improve some problem that found in cycle 2. The problems were: 1) Few students still had low participation and did not get involve in teaching learning process. 2) Few students were not brave enough in giving comment, and present the result and result in exercises. 3) In understanding paragraph, it was still hard for students to get topic, main idea, detail, cohesion and coherence.

Based on the problem above, the activities that would be done in cycle 3 is to help the students who get low score by giving them encouragement to be active in learning. Another activity that would be emphasized in next cycle is to explain more the way to undestand paragraph especially paragraph elements (topic, main idea, detail, cohesion and coherence).

From the table above showed that the result of questionaire about critical reading that 53 % of students (often) used critical reading technique and increase their reading comprehension, 30% of students said that critical reading technique always contribute in reading. Students response for 17% or 35 item and only 1 or 1% respondence that chose as never. Based on the percentage above we can conclude that critical reading technique can improve reading students' comprehension.

In finding, the factor that influence reading comprehension were reading materials, students themselves, classroom asmosphere and technique. From the questionaire (interview) most of them mentioned that they "often" used critical reading in comprehending reading text. Crtiical Reading technique could make them easy in finding the idea of the text and also could increase reading speed.

For observation, that observed by the collaborator, in cycle 1 only few students were good in learning, discussion and asking question and cycle 2 increased. The last cycle 3 most of them mentioned very good. So the researcher suggested to use critical reading technique in understanding reading text.

From the field note that students enjoyed the reading subject because they thought their problem were solved by critical reading. This could be proved that the students active, participation, and willing to study reading.

Discussion

Based on the researcher's observation, test, and questionaire in three cycles, which had done for 9 meetings, he would like to discuss his finding. After applying critical reading technique at the Third Semester Students of Academy of Foreign Languages, the researcher found that critical reading technique could improve students' reading comprehension. In this case, it could be seen from the result of students achievement and students' activities in critical reading technique. From the table above, the number of students who were

participated in reading comprehension before doing the classroom action research were still low. They were not involved in critical reading technique well. Most students could not find yet reading indicator in understanding reading text. In conclusion, the problem of using critical reading technique and understanding reading text and indicator such as topic, main idea, detail, cohesion and coherence had not been solved yet.

In cycle 2, the number of students who had participated and involved in teaching and reading technique by using critical reading, they could understand about reading technique and run a good discussion in solving reading text, so learning process run well. It could be seen from the result of observation done by collaborator and researcher. Beside the number of students who had understood about deterimining topic, detail, cohesion and coherence were still low. It could be seen from the test result in cycle 2 compared with the rusult in cycle 1. In this case there were still few students were not active and participated in teaching and learning process and few students did understand the reading texts. So next cycle should be continued to improve the result that was not achieved yet.

Tabel 2. Students' Mark for Each Cycle

		Students' Reading Comprehension Mark for Each Cycle		
		Students' Mark		
NO.	Students' Code	Pre-test	Cycle 1	Cycle 2
1	A	68	69	80
2	B	67	84	87
3	C	52	56	77
4	D	71	65	79
5	E	79	78	70
6	F	49	61	75
7	G	55	71	85
8	H	54	71	83
9	I	59	73	81
10	J	66	66	80
11	K	59	75	88
12	L	66	68	72
13	M	59	85	82
14	N	72	61	76
	Total	1259	1474	1643
	Average	60,0	70,2	78,2
	Percentage	33	81	100

In conclusion, classically the students' mark in reading comprehension were increased. In pre-test was 5 students (33%), in cycle 1 was 12 students (76%), in cycle 2 was 14 students (100%) and in cycle 3 was 14 students (100%).

On the observation, the improvement has been achieved through the process indicated as follow: 1) Students could follow teaching and learning process well. 2) Students were active in teaching and learning process. 3) Students were able to work together. 4) Every students were able to present the result of their work. 5) Skimming technique was able to increase reading comprehension speed. 6) Skimming could make them easy in understanding and comprehending reading text.

In this case, there was one activity that was still less, it was about the braveness of students in giving comment and ask question in teaching and learning process in the classroom.

Next, from the result of questionaire in table 7 about critical reading technique given to the Fourth Semester Students' of School of Foreign Languages of Persada Bunda Foundation in Pekanbaru could be obtain information that: 1) Critical reading could be encourage the students to be active in teaching and learning process. 2) Critical reading could develop students ability in comprehending reading text. 3) Critiical reading could shorter the time in reading. 4) Critical reading could increase students motivation in reading english reading text.

From the result of this research of this research was found that there were some cases should be considered in applying reading technique especially in critical reading namely: 1) Critical reading technique could be not be used in deep comprending reading text. 2) Critical reading technique technique could be used for pre reading technique. 3) Teacher should monitor and guided the students while implementing reading material. 4) It was hoped that the lecturer always encourage unmotivated students to be active.

From the data above, test result, observation, it could be concluded that the applying critical reading technique could improve comprehension reading text at "The Fourth Semester Students of School of Foreign Languages of Persada Bunda Foundation in Pekanbaru. It could produce students' reading comprehension, it could be identified from the increasing students' marks after doing reading test. So, the result of this research is the line with theory that critical reading created meaningful learning process in developing students' mind.

According to Kagan (1992) stated that skimming technique is language learning strategies to increase students' reading comprehension and motivation in comprehending reading text. Critical reading technique can increase students' reading speech and comprehending reading material easily and encurage them to reading English reading text. This research related to other finding that critical reading technique can improve students' reading comprehension achievement.

CONCLUSIONS

Critical reading increases students' reading comprehension. It can be seen from the result of their test for every cylce. Their mark is better than before applying critical reading technique. Critical reading technique improved teaching and learning process at the The Fourth Semester Students' of School of Foreign Languages. They are brave enough to ask question, give comment, got the conclusion about the task given by themselves, and share idea among their friend. The factors the that influence the changes reading comprehension by using critical reading technique: The students knew about topic, main idea, detail which found in the reading text. The students could know and find about cohesion and coherence in reading text well. Classroom atmosphere made them interst in study and read English reading text. The reading texts given to them were familiar to them to understand.

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A Narrative Study of Teachers' Beliefs in Online Speaking Class

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