

TEACHING READING COMPREHENSION BY USING “QUICK WRITE” STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Makalah ini memaparkan sebuah strategi yang dapat digunakan oleh guru dalam mengajarkan pemahaman membaca untuk siswa SMA. Strategi tersebut adalah *quick write*. Sebelum membaca teks bacaan, siswa diminta menulis apa saja yang mereka ketahui terkait dengan topik bacaan. Mereka menulis segala informasi yang berkaitan dengan topik dalam waktu 5 menit. Dalam penggunaan strategi ini, guru tidak menuntut penulisan tata bahasa yang benar, sehingga siswa bebas menulis apa saja yang mereka ketahui tentang topik bacaan. Dalam pengaplikasian strategi ini, hal yang pertama dilakukan oleh guru yaitu menampilkan gambar dari topik bacaan. Setelah melihat gambar tersebut, siswa diminta menuliskan ide mereka terkait dengan gambar sebanyak mungkin dalam waktu yang telah ditentukan di kertas yang diberikan (*quick write sheet*). Ketika waktu telah habis, siswa diminta mengumpulkan kertas tersebut. Kemudian, guru dan siswa mendiskusikan ide-ide atau pendapat yang telah mereka tulis tentang topik bacaan yang akan mereka pelajari. Diskusi ini berlangsung sekitar 5 menit. Setelah diskusi selesai, guru membagikan teks yang akan dibaca oleh siswa, dimana topik teks tersebut sesuai dengan gambar yang mereka lihat sebelumnya. Setelah masing-masing siswa mendapatkan teks, mereka disuruh membaca teks tersebut secara perorangan dalam waktu 5-10 menit. Di akhir kegiatan kelas, guru memilih satu siswa yang mempunyai *quick write* terbaik dan memberikan hadiah kepada pemilik *quick write* terbaik.

Key words: reading, reading comprehension, quick write, teaching reading at senior high school

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A. Introduction

Teaching and learning process at school is based on curriculum. In curriculum there are competence standards as the goal of teaching and learning process. The basic competence of reading at senior high school based on the KTSP 2006 (school based curriculum) is a skill to comprehend and understand the meaning of the words and sentences from the text. At this school level, there are twelve genres of texts that are learned by the students: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review. In fact, the students do not reach the basic competence of reading based on the curriculum. They cannot comprehend and understand the texts well. They have many difficulties in understanding the written English form or text.

There are some reasons that make them face the problem. The first reason is the lack of background knowledge about the topic of a text that is going to be studied. The students do not have any knowledge about what they read. The knowledge can be got from some experiences; meanwhile they only have a few experiences about the topic that given by the teacher even they do not know anything about the topic. Because of that, they get difficulties in predicting the content of the text that they are going to read. This case makes the text difficult to be comprehended by the students and the real messages from the writer cannot be reached by them. Therefore, the students do not get the main point, information and the messages from the text they read. It means that the reading purpose is not be reached by them.

The second one is the lack of interest in reading. There are some factors that make them not interested to read an English written form. Uninteresting topic can be one of the factors. For example, the topic is too old or too far from their knowledge or environment. Thus, the students do not want to read the texts. When they are forced to read a text while the topic of the text is not a new one or unfamiliar with the students, it will be hard for them in comprehending the content of the passage. They will face many difficulties when reading the text because they are not motivated from the beginning of reading section.

The last reason is the lack of vocabularies related to the topic of the text that will be read. Having many vocabularies is needed to comprehend a text. Knowing many vocabularies related to the topic of the text is really helpful for the students when they are reading a text. If they have enough vocabularies, they can find the meaning of the text easily. They also will be easy in predicting what the words mean because one word has more than one meaning. Unfamiliar with the term in the text is also caused by the lack of the vocabularies. As the result, they get difficulty in getting the message from the text. It means that they cannot comprehend the English written form well.

The reasons why the students have problems in comprehending a text do not only come from themselves, their teacher also takes part in this case. The teacher might also influence the students' ability, especially in teaching reading process. From the teacher's side, the first one is the teacher does not tell the reading purpose to the students. Thus, the students do not know why they are asked to

read a text. They do not know the real goals of the lesson and the content of the text because the teacher does not explain about it before starting the lesson. Therefore, the students often get difficulties in comprehending the reading text for the reason that they do not have a purpose in reading. According to Sari (2008), reading is an activity with a purpose because its purpose also determines the appropriate approach to reading comprehension. The purpose of reading is guiding the reader's selection of texts. In short, the readers must have a purpose in reading process to guide them in selection particular texts.

The next one is teaching technique or method used by the teacher also influences the learners' achievement in reading. The teacher commonly uses the conventional technique. The teacher used to deliver the copies of the text to the students without preparing them to read first. The teacher does not introduce an appropriate reading strategy, especially in reading monologue text. The teacher only gives the passage to the students and asks them to read the full text. Then, when the students finish reading the text, the teacher delivers some questions about the text to them. Therefore, the learners face many problems before, while and after reading a text.

Based on the explanation above, the purposes of this paper are to introduce and explain to the teacher a strategy to teach reading comprehension for senior high school students. This paper also is estimated to be able to help the learners to get easy in comprehending a text.

Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. In addition, Nunan (2003:68) says that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Moreover, Anderson (2008:2-3) states that reading can be defined simply as making meaning from print. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies and fluency. He also said that reading is a process of readers combining information from a text and their own background knowledge to build meaning.

Unlike reading, reading comprehension has its own meaning. The National Reading Panel (NRP) (2000:4-5) described reading comprehension as follows:

Comprehension is a complex process . . . often viewed as 'the essence of reading.' Reading comprehension is . . . *intentional thinking* [emphasis added] during which meaning is constructed through interaction between text and reader. Meaning resides in the intentional, problem-solving, thinking processes of the reader that occur during an interchange with a text. The content of meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it.

Furthermore, Sweet and Snow (2003:1) state that reading comprehension as the process of simultaneously extracting and constructing meaning. This process of comprehending entails four essential components: (1) the reader, (2) the text, (3) the activity, and (4) the situational context. Then, Magliano and Millis

(2010:27) state that reading comprehension is a complex process that involves the reader, the contextual setting, and the reader's background knowledge.

In addition, Lipka and Linda (2011:1) say that reading comprehension is a multi-dimensional process that includes the reader, the text, and factors associated with the activity of reading. Moreover, Snow in Basaraba, et al (2012:3) states that reading comprehension can be defined generally as the ability to extract meaning or learn from text.

There are many definitions about quick write strategy that are proposed by some experts. Tompkins (1994:36) says that quick write is a strategy in which students simply begin to write and let their thoughts flow freely without focusing on mechanics or revision. Furthermore, Moore in Hausel (2002:18) states that Quick Writes are an excellent way for preparing students to assimilate new material by having them mentally retrieve and write previously learned material. Meanwhile, Nunan (2003:97) describes that Quickwriting is where students begin with a topic, but then write rapidly about it.

In addition, Crawford (2005: 27) says that quick writes are informal essay meant to capture thoughts. Then, Guillaume et.al (2007:48) also states that quick write is a strategy to activate students' relevant experiences or background knowledge on a topic in which students quickly write about topic where they should not be concerned with the form of their writing (i.e., spelling, grammar, and organization of ideas).

Next, Meier (2010:7) defines that quick writing is a strategy that allows students to begin writing process. It allows students to collect data in fast way. Meanwhile, Antonacci and Catherine (2011:139) state that the overall goal of quick write strategy is to facilitate students' understanding of informational text through the use of a set integrated language activities. Before students read, they briefly write all they know about the topic.

Last, Ministry of Education (2011:3) points out that quick writing is a form of note making that helps students to remember what they know and understand. It can also be used to help explore and clarify ideas.

There are some procedures of quick write strategy in teaching reading. According to Tompkins (1994:36) the steps in using quick write strategy are choose a topic, write for 5 to 15 minutes without pausing to think, reread the writing, make correction, or for any other reason, write a similar phrase until a new idea comes and share writing with a classmate by writing it on the board and discuss about that (exchange idea).

Furthermore, Guillaume et.al (2007:48) recommends several procedures of teaching quick write strategy as follow:

- a. Tell the students about the topic of the upcoming unit of study. You may wish to have the students engage in quick write prior to informing them of the context of the prompt.
- b. Ask the students to quickly write in response to the prompt you provide.
- c. Allow students to share their writing with one another. Encourage volunteers to share with the entire class.

Then Schneider (2010:17) proposes the steps in applying quick write strategy: explain the students about the purpose of the study, create general prompts for

students to write about, gives a lot of options surrounding one ideas or theme, post the writing prompt on the overhead or white/chalkboard and share writing with a partner or class if desired.

According to Guillaume et.al (2007:69) quick write strategy can increase students' fluency in writing. It activates students' relevant experiences or background knowledge on a topic, thus facilitating connections between new and existing knowledge.

Furthermore, Antonacci (2011:2) says that using quick write strategy before, during and after reading to:

- a. Activating the prior knowledge by preparing the students for reading or discussion.
- b. Helping students to make personal connection
- c. Promoting reflection about key content concepts
- d. Encouraging critical thinking
- e. Organizing ideas for better comprehension
- f. Increasing background knowledge when shared
- g. Synthesizing learning and demonstrate understanding of key concepts
- h. Reinforcing vocabulary
- i. Providing a purpose for reading
- j. Assessing the students' knowledge on the topic prior to reading

Moreover, Ministry of Education (2011:7) states that quick write strategy gives benefit for students who are not confident orally, having time to think and write enables them to share more easily in pairs. Also, new learners of English can be encouraged to write in their first language.

Based on phases stated by Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007 (Standar Proses) that there are three phases for teaching activities:

1. Pre- Teaching Activity

Pre-teaching activity is part of teaching process to prepare students facing the learning process psychologically and physically (Depdiknas: 2006). In this stage, the teachers also explain the purpose and basic competence of the lesson to be achieved at that day.

2. Whilst- Teaching Activity

The whilst teaching activity is the second stage of learning process. This activity needs active participation from all the class members. They have to develop their initiative and creativity based on their talent (Depdiknas: 2006). Based on *Permen 41 tahun 2007*, there are three processes involves in whilst teaching activity:

- a. Exploration

In this process, teacher facilitates the students to develop their background knowledge about the topic that will be learned. It can be facilitated by showing the picture, realia or giving several questions about the topic in reading.

- b. Elaboration

In elaborating process, the students are given an example of dialogue or text. The teacher asks the students to read aloud the text in turns. After that, the teacher

explains the material in whole class. The teacher facilitates the students to express their feeling and idea in the process of learning in this activity.

c. Confirmation

The last process in whilst teaching activity is the confirmation. In this process, the students do the task given by the teachers individually. The teacher then gives some rewards for the students as the achievement of the learning.

3. Post- Teaching Activities

In post teaching activity, the teacher and the students evaluate the process of learning. They need to reflect what they have already done. In teaching reading, evaluating the task can be gotten from the teacher and the students. In this process, teacher and students also make the summary of the lesson at that day. At the end, the teacher gives the homework and conveys briefly the lesson for the next meeting.

B. Discussion

There are some preparations that need to be done by the teacher in implementing the quick write strategy in teaching reading at senior high school. This chapter will discuss them as follow:

1. Teaching Material

The teacher should prepare the material (text) that appropriate with the curriculum. Nowadays, the texts are available in the textbooks that students use at school. The teacher also searches the other texts from the internet in order to add the students' knowledge about the texts. The teacher can also create their own text to be read by the students. The texts should be interesting and the topic of the text should close to the students' daily life. Therefore, the students are motivated to read it.

2. Media and equipment

The medias used are laptop and projector. It is chosen by the writer because the electronic media is more interesting and effective than others. Menwhile the equipment used in using this strategy are the quick write sheet and stopwatch.

3. Classroom Setting

The first thing that has to be set by the teacher is the seating arrangement. The students have to sit individually on their own chair. They do not work in groups. So, they do such of competition with their classmates.

4. Lesson Plan

It helps the teacher to know what steps or procedures that she will take in the classroom and achieve the aim of teaching and learning.

In applying the quick write strategy in teaching reading at senior high school, the writer chooses a report text as the model. The topic of the report text chosen is Snakes.

1. Pre Teaching Activity (10 minutes)

In this stage there are some activities that have to be done by the teacher. The teacher can start the teaching by greeting the students. Then, the teacher prepares the students to study physically and psychologically. The teacher asks the students to pray together at the classroom. After that, the teacher checks the classroom

environment. If the class is a mess, so the teacher invites the students to clean it first. The next activity is motivating the students to study. It is one of the important activities that the teacher should apply in the learning process.

The next routine activity is checking the students' attendance by calling their name from the attendance list. After that, the teacher reviews the previous lesson to remind the students of the last lesson by asking questions. Explaining the purpose of the lesson for the day is the next activity in the learning process. It must be included in the teaching process. Explaining the purpose of the lesson can guide the teacher and students to achieve the goal of the learning.

2. Whilst Teaching (70 minutes)

a. Exploration

In this paper, the concept of the quick write strategy is deeply practiced in this stage. This strategy will spend about 15 minutes of time to do. In this case, the students are going to read a report text about Snakes. The first thing that the teacher does is showing a picture related to the topic of the text that will be learnt by the students by using the power point. After showing the picture, the teacher asks the students what the picture is and then responds to the answer about the picture.

Then, the teacher asks the students to do the quick write. Before that, the teacher delivers the quick write sheet to the students one by one. Then, the teacher asks them to write whatever that comes directly from their mind after looking at the picture of the snakes in about 5 minutes. The teacher uses the stopwatch to count the time of doing the quick write accurately. The students have to write it individually. In writing their quick write, they are not forced to write in correct grammar and spelling because stressing the activity in correct grammar and spelling makes the students not free to write their idea about snakes. This activity builds up the students' background knowledge in order to make the students ready to learn the report text about Snakes and make the process in the next step easier to be explored.

When the time is up, the teacher stops the activity and asks the students to collect their quick write sheet. After that, the teacher and the students discuss about their quick write. The teacher asks one of the students to share their own idea about Snakes that they have written before. The teacher asks the student to write his/her quick writing on the board. This activity is done in about 5 minutes. Next, for those who write their quick write on the board can use their own quick write sheet as his/her note. Then, they have to collect it back to the teacher. Writing the quick write on the board makes the information shared can be read by the whole class members.

After the first participant writes his/her idea, the teacher asks another student to write his/her quick write on the board too. The second student may write all of his/her quick write about Snakes or just write the additional information needed. After the two students write their quick write on the board, the teacher reads the information on the board loudly, so all of the students can listen and get information about snakes. Then, she asks the class members about the quick write that have been written by their two friends on the board. The teacher asks the

students to give additional information about the topic or comment their friends' quick write if he/she thinks that they are wrong. The students have to comment about that directly.

The teacher collects the information as many as possible about Snakes from the students and writes the additional information that is said by the other students on the board. The teacher controls the discussion. The other students comment or add the information on the board about Snakes. If there is no more additional information or comment about that, the teacher can stop the discussion. It means that they have activated their background knowledge and got more knowledge about Snakes. From the discussion, the teacher can assess the students' knowledge on the topic prior to reading. Based on their students' knowledge, the teacher can tell what they need in reading the text later.

Sharing the students' opinion about the topic with the whole class members is really helpful. Students who do not know much about the topic (snakes) will get more knowledge about what they are going to read. From the discussion, the teacher can explore the students' background knowledge about Snakes. In short, in this exploration, the students' experience and knowledge about the topic are explored as much as possible. The teacher can also use their responses to assess their prior knowledge to help them establish goals for reading the text. It will allow the teacher to assess what the students already known and what they need to learn relates to Snakes.

b. Elaboration

In elaboration, the reading activity is started. In this case, the teacher shows the text model by using the power point media because it is more interesting than others. Showing the text to the students is the first thing that the teachers does in this stage. She shows the text per paragraph by accompanying it with the related picture. Giving the pictures to the text will help the students to get the description about what they are reading. Besides, the text will be easy to be comprehended by the students because they have already known a little bit about what they read through their quick write. The students have got a little description about the written form before they reading it, so during reading their knowledge about Snakes can be connected to the content of the text. This personal connection makes the content of the text is easier to be comprehended.

After showing the first paragraph, the teacher asks the students to read it loudly in turns and the rest have to listen to his/her. When he/she finishes it, the teacher and the students discuss the difficult words of the paragraph one first. After that, they discuss the content of the first paragraph, what the paragraph one is about. This activity makes their comprehension about the text improved. The students can catch the meaning of the text easily because they have background knowledge about the text through their quick write. Next, the teacher asks the students to read the next paragraph and do the discussion like they have done to the paragraph one. They do it until the last paragraph.

After reading the whole text, the teacher needs to do these processes:

1. Explaining the generic structure of a report text to the students.
2. Identifying the generic structure of the text model with the students.
3. Explaining the language features of a report text.

4, Identifying the text model's language features with the students.

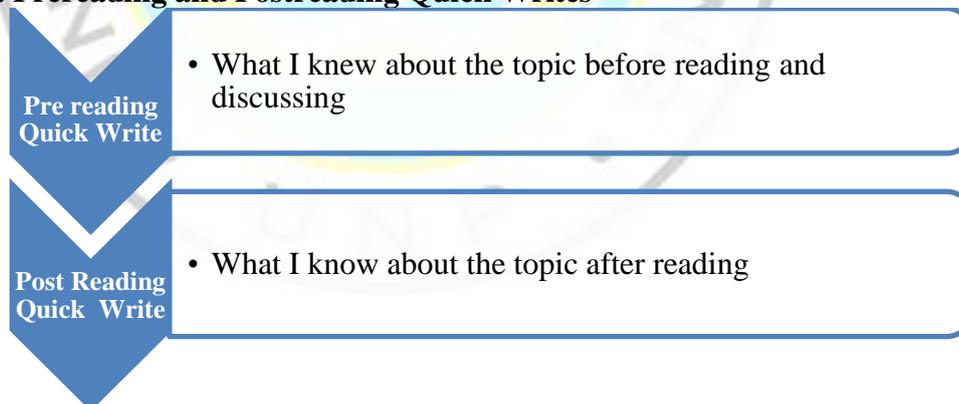
c. Confirmation

In this stage, the teacher delivers the copies of the second text complete with the questions related to the text to the students. The second text is also about the report text; An Elephant. Before reading the text, the teacher asks the student to make their quick write about the text that will be read; An Elephant. After that they read the text in about 5 minutes. After reading the text, the teacher asks the students to answer the questions prepared. They answer it on the paper given. This is to check the students' comprehension about the text given. The students do the exercise individually. After doing the exercise, the students collect the paper to the teacher.

In this confirmation, the teacher also provide a few minutes of class discussion after answering the questions given on the paper. In the discussion the students discuss the questions about An Elephant that have been answered by them. The teacher asks the students participation. They have to raise their hands to answer the question about the text one by one. In this case, one student answers one question. If the answer is incomplete or false, the other student can add it or give the correct answer. It is done to answer all of the questions given.

Next, the teacher directs the students to write the second quick writing about the information of the topic; An Elephant (post reading quick write) on their paper of the quick write before in 5 minutes, so the teacher gives the quick write sheet back to the students. By writing the second quick write the students can compare their prereading and postreading quick write to understand the value of the quick writes. Last, their quick writes are collected to their teacher again.

Figure1. Prereading and Postreading Quick Writes



To end this activity, the teacher gives reward as the achievement of learning to the student who has the best quick write and can answer the questions well. The criteria of choosing the best quick write are:

- The content of the quick write is proper with the text.
- The content of the pre reading quick write has similarities with the post reading quick write and proper with the content of the text.
- The time of doing the quick write is not more than 5 minute.

Based on the criteria above, the teacher can divide who is the winner of the competition of the quick write. The winner will get a reward. The reward can be score bonus or a gift. Here, the writer chooses the gift as the reward.

3. Post Teaching activity (10 minutes)

In this stage, the teacher together with the students concludes the lesson that has been learned. The teacher also gives homework to the students. After that, the teacher tells the student the topic of the study that will be discussed next week. To end the class, as the additional, the teacher can give a video, song or other things that relates to the topic that they have learnt at the day to refresh their mind, so the activity in the class can be ended happily.

C. Conclusions

Based on the previous discussion, it can be concluded that one of the best strategies that can be used by the teacher in teaching reading comprehension for senior high school students is the quick write. This is an effective strategy to teach reading comprehension for the senior high school students because it can solves the students' and the teacher' problems in reading a text which have been discussed in the chapter 1.

In implementing this strategy, the first thing that has to be done by the teacher is showing the picture of the topic. After looking at the picture, the teacher asks the students to do quick write. They write whatever they know related to the topic in 5 minutes on the quick write sheet given. After finishing the quick write, the teacher asks the students to collect the sheet. Next, the teacher and the students discuss about their quick write in 5 minutes. Last, the teacher shows the text that is going to be read by the students and asks them to read the text in 5-10 minutes.

This strategy gives many advantages to the students like activating the prior knowledge, helping students to make personal connection, promoting reflection about key content concepts, encouraging critical thinking, organizing ideas for better comprehension and others that support them in developing their reading comprehension. Meanwhile, for the teacher, this strategy can be used to assess the students' knowledge on the topic prior to reading.

Besides, this strategy is really simple to be used. The teacher can use this strategy before asking the students to read a text. By preparing them before reading an English written form, it makes them ready when doing the reading activity and the text will be easy to be comprehended by them because their background knowledge has been activated. In other words, the goal of teaching and learning of reading at the beginning will be easier to be reached. This strategy is also interesting to the students, because they feel like doing a competition. Therefore, they are motivated in using this strategy.

Based on the advantages of the quick write strategy that have been explained before, it is clear that this strategy is really helpful for the students to overcome their difficulty in reading comprehension. That is why the writer would like to draw some suggestions. First, in order to increase students' skill in comprehending a text, it is advisable for senior high school teacher to use the quick write as a good strategy in teaching reading. Second, in this paper the quick write is only used for reading, so it is expected for the teacher to apply this strategy in other skills of English. Third, it will be very valuable input, if English teachers apply this strategy on some kinds of texts since the difficulty of the students in comprehending the text in reading become the main problem. Fourth,

for the school committee, it is suggested to give more facilitation about preparation of using the quick write strategy.

Note: This article is written based on the writer's paper whose the advisor is Drs. Jufri, M.Pd

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