



Comprehending English Medical Journal as Student Admission Requirement Test for Otolaryngologist Candidate: A Guided Reading Approach

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ABSTRACT

Reading English journal is one of student admission requirement tests for specialist students' candidate. However, some difficulties occur in comprehending the text of English medical journal, including among the Otolaryngologist candidates who are mostly clueless in English. Reading a journal text requires high skills in connection with understanding the content of the article. This study seeks to investigate the implementation of guided reading approach as a way to assist the students in comprehending English medical journal encompassing the strategy and the students' perspectives. Eight Otolaryngologist prospective students at Sebelas Maret University were involved in this study within three weeks. A depth interview was employed to explore their experiences during the learning. The findings indicate that the strategies of guided reading implementation are 1) to separate the learners into two groups, 2) to ask them to read and discuss the text, 3) to proceed them in learning process, 4) to involve them in broadening understanding stage. The students' perspectives are divided into two; before and after joining guided reading class. These findings signify the guided reading approach assists the learners especially from non-English background to comprehend English journal text.

Keywords: *English Medical Journal, Otolaryngologist Candidate, Guided Reading Approach*

INTRODUCTION

One of the most common academic sources is journal article. Journal article is a kind of instructional reading proficiency having a primary role especially in relation to instructional writing because it provides ideas for the writing. Horning & Kraemer (2013) argue that high awareness in reading makes perfect writing. Reading has a strong connection to writing. The knowledge can result from a reading or writing interaction which means that reading takes a part in the integrated writing process and performance, a crucial consideration when employing suchlike assignments for studying or evaluation (Plakans, 2009).

In higher education circumstance, reading journal texts is beneficial for students to come up with ideas and goals in writing both for assignments from lecturers and scientific papers for

composing thesis or dissertation. In the process of making a writing, they first do reading comprehension and review several references, both books and journal articles related to the topic they want to study. However, according to Cornoldi & Oakhill (2013), comprehending the words in reading is not enough. The readers may disambiguate the words because many words are ambiguous which the readers must choose among these meanings. Thus, in reading process, the strategies of psycholinguistic and metacognitive is necessity in reading as well as considering lexical, syntactical, and discursive processes (Pae et al., 2016). Based on those opinions, to understand a text in reading is not only focused on the ability to recognize the words of the text but also the text comprehension because the ultimate objective of reading is the extraction of meaning.

Reading English (EFL) journal is one of student admission requirement tests for specialist students' candidate. Prospective students majoring in specialist medicine at Sebelas Maret University including Otolaryngologist candidates are given a test to read medical English journals, and then are asked to present the content orally. Lagan (2002) argues that reading a journal is not an easy thing. Alike reading other types of articles, reading a journal text also requires high skills in connection with understanding the content of the article. Comprehending the message is the most important act to depict the idea of the text. Furthermore, although many students at university have studied English since they were in elementary school, their English proficiency is still very low. They are still attempting to encounter their difficulties in reading comprehension (Hamilton, 2018). Reading EFL journal for students at higher institution is more challenging due to several reasons including incompetence to acknowledge the kinds of text, dubious words, unknown vocabulary, and short period of time to intellectually advance the text (Al-Jarrah et al., 2018; Qarqez & Rashid, 2017).

Guided reading is an approach to improve students' ability in comprehending a text which is designed to assist learners in reading the detail, and rebuild the author's message (Brunner, J, 2012). In this case, the teacher creates an active class atmosphere, by giving a reading so that students are able to make questions, to answer or to make a statement related to the reading text (Fountas & Pinnell, 2013). In other words, the students are engaged in the series of actions of reading, starting from the beginning of the activity, the

core activity and the end of the activity. The teacher led the learners to employ strategies of comprehension as well as improvement for their obstacles when the learners are in the reading process.

Moreover, guided reading approach has a purpose to foster victorious self-dependent reading. As stated by Hornsby (2000), using this approach provides the teacher the opportunities

to divide the learners into small groups, to involve them in similar experimental reading phases, and to employ easy-reading strategies for them. The articles are attentively aligned to the students, so they are able to employ their strategies to hinder the text challenges and independently read the text in positive result. The method is influential and relies on the learners' need. Some prevalent principles in almost guided reading groundwork include (1) similar reading level for students in group, (2) similar reading behaviors and strategies, (3) instructional level texts applied by the teacher which is typically recognized as the stage in which a learner can manage with the teacher's support (Fountas & Pinnell, 2013). Guided reading refers to the text decoding, understanding and interpreting. Learners should get involved with the text, evaluate it critically and show their feedback on it, apply previous skills to their text comprehension (Williams, 2000). This concludes that in guided reading class, learners improve the competence of presumption, dedication, vindication and evaluation.

Several studies with different research method have been done to examine the implementation of guided reading approach in several education levels. Most of the studies are done at the level of Primary school. Research with quantitative method conducted by Young (2018) reveals that the improved accuracy, constancy, and extent of guided reading instruction affect positively on the reading independence for the second-grade learners. Several failed students actually got success. Guided reading pursues to become a workable and successful choice for the teacher. Furthermore, at more levels, Gaffner et al. (2014) applied quantitative and qualitative method in their study which depicts that elementary students of first to fourth grade involving in the reading class attain two progresses of reading evaluation. Quantitative evaluation results a positive effect on the reading broadening for the students of Primary School involved in the reading class, especially for younger taken part in two periods of academic year. Meanwhile, in different sense, a guided reading can improve critical thinking for students at elementary school (Supriatna et al., 2020). This study using quasi-experimental with Pretest-Posttest Design

of Static Group and involving fifth-grade students in two elementary schools prove that increased capability is observed by the mean result of the students' ability resulted by the guided reading by contrasting the pretest and posttest results.

Other studies about guided reading approach are held in upper education level. Ariandika and Kartikawatim (2018) conducted research involving tenth grade students of High School and himself as an informant find that a guided reading method is an effective method to teach EFL reading text. In this context, the English teacher guides, directs and informs continuously to the students. In higher education, Marzuki (2016) applied guided reading approach to teach EFL for Islamic Education student using CAR design. The result indicates that the students' reading competency improved after the application of guided reading method. This study has a purpose to depict the strategies and the barriers of guided reading approach for comprehending EFL medical journal as one of student admission requirements for Otolaryngologist prospective students.

Regarding the previous researches above, it reveals similarities and differences with this study. The five researches investigate the effect of guided reading on students' ability in reading by comparing the pretest and posttest score. On the contrary, this study discusses more about the strategies applied in the guided reading performance and the students' perspectives toward guided reading. Thus, this study examines the performance of guided reading approach for comprehending English medical journal among Otolaryngologist prospective students at Sebelas Maret University.

LITERATURE REVIEW

Reading Comprehension on EFL Article

Reading comprehension is crucial for the learners' skill to successfully involve beyond the text. Teachers are responsible to prompt learners to be effectively trained in reading strategies as well as multiple comprehension. The aim of multiple comprehension application for students is to assure accurate understanding. Possessing a text comprehension, it is recognized that comprehension contains three components as stated by Cathrine (2002), including (1) the reader undergoing the comprehension, (2) the comprehension text, and (3) the comprehension activity. Moreover, Lagan (2002) suggests eight skills in recognizing the text of reading, such as meanings and examples, lists, titles, alert words, primary thoughts in each alinea and short option, recognizing how

to elaborate, sum up, and comprehending graphables and charts. Therefore, the success in reading comprehension means that the students can skillfully acknowledge and employ comprehension abilities, and apply them suitably in reading activities.

Reading EFL articles for university students is one way to be used as reference material to do assignments, and to ensue ideas for the preparation to compose thesis or dissertation (Kasim & Raisha, 2017) because some universities suggest using international journals including English journals as the main reference source. However, comprehending English

article is considered as a challenge, especially for the students who are from non-English background. Therefore, Rahman (2020) insists that effective strategies are needed for every individual to be able to improve the ability to read EFL journal texts. To have a clear description about text difficulties, Figure 1 depicts the typical text difficulties.

TEN CHARACTERISTICS RELATED TO TEXT DIFFICULTY	
Characteristics	Definition
1 Genres/Forms	The type or kind of fiction or nonfiction text (e.g., biography, informational, historical fiction, folk tale, realistic fiction, fantasy). Also, the particular form (mystery, oral stories, picture book, graphic text, short story).
2 Text Structure	The way the text is organized.
3 Content	The subject matter of the text—what it is about, the topic or ideas.
4 Themes and Ideas	The big ideas in the text, the overall purpose, the messages.
5 Language and Literary Features	The literary features (such as plot, characters, figurative language, literary devices such as flashbacks).
6 Sentence Complexity	The structure of sentences includes the number of phrases and clauses.
7 Vocabulary	The meaning of the words in the text.
8 Words	The length and complexity of the words (syllables, tense, etc.)
9 Illustrations	The photographs or art in fiction texts; the graphic features of informational texts.
10 Book and Print Features	The number of pages, print font, length, punctuation, and variety of readers' tools (e.g., table of contents, glossary).

Figure 1. Ten Characteristics Related to Text Difficulty (Source: Fountas & Pinnell (2013))

Numerous students try to solve comprehension problems, and lecturers are responsible in convincing them obtain the reading methods they require. Comprehension

is a creative process that hinges on four skills called phonology, syntax, semantics, and pragmatics (Tompkins, 2011). Thus, the students who are clueless in cognitive actions series including many aspects, such as the words understanding and meanings, integration, and mindful reaction are certain to have low abilities in understanding reading texts (Hermosa, 2002). To encounter the problems in comprehending EFL articles, a suitable reading approach is fundamental in developing EFL students' ability in reading comprehension (Gilakjani & Sabouri, 2016).

Guided Reading Approach

One of approaches that can be employed for the learners to enhance reading comprehension skill is guided reading approach which assists them in learning process. Kasten et al. (2005) insist that guided reading approach is often employed to assist students who attempt to overcome reading comprehension problems because there are processes of reading strategies combination in order to support learning and to increase literacy. At guided reading class, teacher undertakes with a group consisting of four to six students, supports their improvement of successful strategies for proceeding texts at progressively challenging stages of adversity (Burkins & Croft, 2010). Thus, it can be inferred that guided reading is a circumstance for reactive teaching based on the teachers' particular knowledge and appreciate for every learner, support the learners' active establishment in reading class. This approach encourages the students to be more active in the classroom as well as getting the information from reading independently. Thus, the teachers' support is highly recommended for conducting this approach. Below is the gradual teacher's prompting for students on independence.

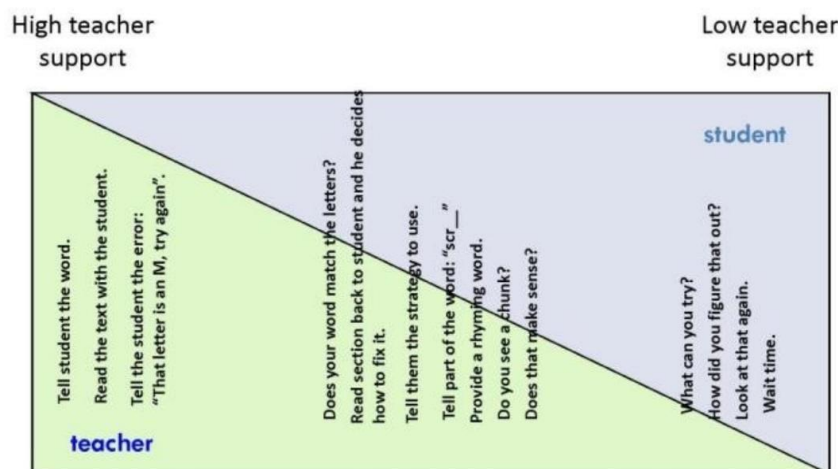


Figure 2. Prompting students on independence (Wall, 2014)

Guided reading purposes to have a steady literacy scheme; reading and writing

chances, instructed in whole groups, small groups, or individually depending on the demands of the students' task and needs (Vygotsky, 2000). The small guided reading groups are dynamic and change in composition, depending on the progress of the students. Students are grouped according to their current use of reading strategies or processing controls. Ongoing assessment,

frequent in-depth analysis of student behaviors, intentional and systematic teaching, strategic lesson planning, and careful text selection are the key components of guided reading (Fountas & Pinnell, 2013). The lesson is focused on guiding learners in employing the strategies of reading which have been formerly given and performed by the teacher. The groups are made randomly based on the same levels of reading and revealed needs.

Moreover, in guided reading lesson, there are three strategic actions, encompassing (1) before reading, such as to predict, to learn new vocabulary, and to discuss many text attributes

(2) during reading, such as to read the entire or half of the text in silent way for initial reads, and

(3) after reading, such as to check students' understanding by discussing about the text with them (Blackall, 2002). Meanwhile, Ascenzi-moreno and Quiñones (2020) claim the stage of guided reading class include 1) text selection, 2) text introduction, 3) reading session, 4) discussion session, 5) teaching session, 6) comprehending words, 7) broadening understandingstage.

The main focus of guided reading approach is to guide the learners in improving their reading sub-skill and solving their comprehension problems. Demanding the learners to instill reading strategies; scanning and skimming, that allow them to broaden their reading potency (Lipp & Helfrich, 2016). Allowing the students to be effective and independent readers is the particular point in which guided reading dissimilar to unguided reading. Thus, in the level of university/college, guided reading approach must be well-taken into consideration.

METHOD

This study applied narrative method to research. Barkhuizen (2014) argues that narrative study in language teaching and learning depicts any life experienced stories of teachers and students and the way they understand those experiences. In addition, this

method concerns on teachers typically revealing about their professional improvement as well as their practices, and learners talking about learning and utilizing language experiences.

The subjects of this research were eight Otolaryngologist prospective students at Sebelas Maret University involving in private course program within three weeks of May 2022. The class was held twice a week in one and half hours, so there were six total meetings. In-depth interview with the students was employed to obtain the data about their experiences before and after joining guided reading class. Technique of data analysis was conducted by thematic analysis, interview transcript, including to present the strategies in implementing guided reading approach and the constraints faced by the students.

RESULT AND DISCUSSION

Strategy in Implementing Guided Reading Approach

In the EFL medical journal reading class for Otolaryngologist prospective students, the teacher herself employs several guided reading approach strategies which are applied at each stage of the approach, including strategies in pre-reading, during-reading and post-reading. In a model lesson, the teacher also creates a small group of students with similar reading strengths and needs which are reading approximately the same level text. In other words, strategies for guided reading method generally include 1) separating the learners into two groups, 2) asking them to read and discuss the text, 3) proceeding them in learning process, 4) and involving them in broadening understanding stage.

There are eight prospective Otolaryngologist students joining this class, then the class is divided into two groups with each group consists of four students. Morning meeting is conducted for the first group at 9 to 10.30 and the second group meeting is at 11 to 12.30 in the afternoon. This time difference is intended to create a focused group, so that the teacher is more intense in applying the guided reading approach to the students.

This medical journal reading class is held six times for one and half hours in three weeks. At each of these meetings, the teacher gives different EFL medical journal text with varied complexity level, and performs the three stages in guided reading as a form of reading comprehension activities. The following is a table of varied journal text given for prospective Otolaryngologist doctors at Sebelas Maret University.

Table 1. Varied EFL Medical Journal Text

Meeting	Journal Title
1 st	“Neighborhood-Level Factors Related to Asthma in Children Living in Urban Areas: An Integrative Literature Review”
2 nd	“Prognostic risk factors for early diagnosing of Preeclampsia in Nulliparas
3 rd	“Predictive Factors for a New Positive Nasopharyngeal Swab Among Patients Recovered From COVID-19”
4 th	“A Comparative Study of Preoperative Ketamine and MgSO4 Nebulisation for Incidence of Post-Operative Sore Throat after Endotracheal Intubation”
5 th	“Oral Cavity Manifestations by COVID-19 Infections: A Review”
6 th	“The Spectrum of Invasive Fungal Sinusitis in COVID-19 Patients: Experience from a Tertiary Care Referral Center in Northern India”

Based on table 1, at each meeting the teacher gives the similar text to each student in one group. At the first two meetings, the students are provided medical reading text in general. Then, in the last four meetings, they learn about journals with the theme according to the specialist professions they take at Sebelas Maret University.

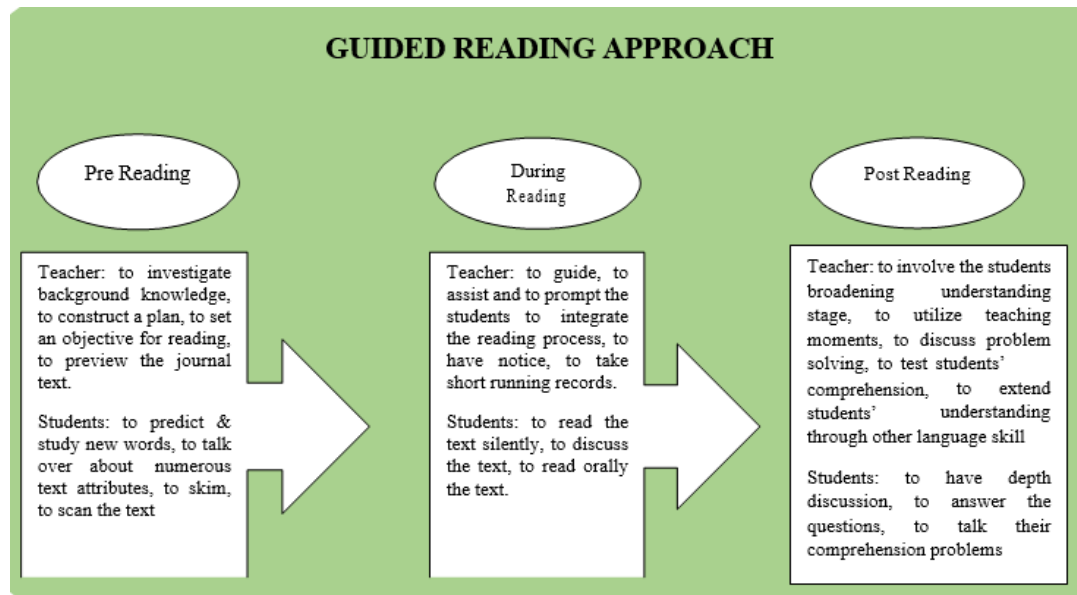


Figure 3. The Stages of Guided Reading Approach in this Research

Figure 3 depicts about the stages of guided reading approach applied in comprehending EFL medical journal articles for prospective Otolaryngologist students encompassing 1) pre-reading, 2) during reading, and 3) after reading.

1) Pre-reading

Pre-reading activity is the introduction that shapes successfully process in reading comprehension as well as support learners' ability. Thus, the introduction is considered as a stage to set an effective reading comprehension (Fountas & Pinnell, 2017). At this stage, teacher herself investigates background knowledge, constructs a plan, sets an objective for reading, and previews the journal text the learners who are engaged in these activities. They predict, study new words, and talk over about numerous text attributes. Moreover, they also engage in scanning and skimming the text by looking at the pictures, if any. This stage has a purpose to engage the students about the text content encouraging them to raise questions, to assemble expectations, and to notice text information.

2) During reading

At this stage, the students get involved in reading activity independently in small groups. When they are reading, the teacher guides and observes them interpreting and comprehending. The teacher prompts them to integrate their reading process. The teacher also observes the class by making transcription about the individual's strategy and also taking a short of the students' reading running record. In the beginning of this activity, the students are allowed to read the whole or the part of the text in silent way. Then, they are required to read orally the given journal text, and the teacher listens to them. This aims in addition to knowing how to read the EFL text correctly; intonation and rhythm, also to correct their pronunciation. The following activity is discussion of the text. The students are invited to have a conversation together for comprehending the reading text while the teacher guides and lift their comprehension.

In the learning process, reading activities have a concern in abstracts and content of the journal article. Comprehending the abstract is important to recognize the content of text at a glance. Abstracts contain most of the following kinds of information in brief form written at the beginning of the script when it is utilized, serving as the entry point for any academic article which aims to compile a body of

literature of the text (Aguzzi, 2022). Abstract consists of introduction and purpose, method, conclusion and suggestion. Some clearly write the subsections by writing the title, but some do not write them down, they are merged into one paragraph. At this stage, the learners are asked to read and to comprehend the messages displayed in abstract as the first step in capturing messages from the reading process.

The next activity is to understand the journal text contents which usually consists of several parts. The teacher interacts concisely to teach for, encourage and strengthen strategic methods. This is in line with Fountas & Pinnell (2017) stating that during reading, teacher may apply language to demonstrate, prompt, and support the reader in efficient processing because at this stage, the students constantly search for information in the print, in the pictures; they know when they are making errors, and if necessary, they correct them. They reconstruct the important information and use it to interpret the next part of the text.

3) After Reading

At the last stage of reading process, the teacher examines learners' understanding by discussing the journal—the abstract and the content—with them. At this point, the students are involved in broadening understanding stage (Brunner, 2012). The teacher utilizes teaching moments, discussing problem solving, as well as using this time to evaluate the students' comprehension of text. Question and answer session is rolled out to measure their text comprehension. In other words, the teacher and students are together involved in meaningful discussion about the reading text they are comprehending.

At the end of the session, further work of understanding is required. The students extend their text comprehension through other language skills, such as speaking, writing, drawing (Fountas & Pinnell, 2017). The extension of meaning among the students is speaking class. This is done because in the actual test, the prospective Otolaryngologist students are demanded to present the text contents orally. Thus, it is related to the formal speaking academy. The teacher provides them about how to structure public speaking well, starting with an opening that mentions the title, author, publisher and time of publication of the journal, then about the abstract explained by mentioning the parts in it and finally the contents of the journal text. Criticism may be given to journal texts that are incomplete or there is no synchronization between the title and the content; for example in the

abstract the purpose of writing is not stated, in the content of the text the type of research or research subject is not clearly stated, and so on.

The Students' Perspective toward Guided Reading

Approach Before having guided reading class

The reading obstacles are the challenges for the EFL prospective Otolaryngologist students at Sebelas Maret University which include sentence structure complexity, unfamiliar with vocabulary, lack of motivation because of text intricacy, incapability to employ strategies in reading, incapability to sum up the main idea, incapability to discern the outline of the text, answering comprehension questions, and low ability in representing the text orally. Of the eight prospective Otolaryngologist students interviewed, in this paper the researcher only presents five of them (S1-S5), because in fact the results are similar, so the following represents the difficulties faced by them when having reading activities.

S1: *When I read English texts, I am often confused by long and complicated sentences, as well as vocabulary problems that I am difficult to translate its meaning. So, I become lazy to continue reading if I encounter difficult vocabulary.*

S2: *Dealing with English texts makes me a little nervous because I am limited in understanding the meaning, so I need a good strategy to always be enthusiastic in reading English texts.*

S3: *Identifying the main idea is a problem for me in reading activities. If you want to know about the essence of reading, you should understand all the texts, while I sometimes have a hard time when I have to do that. I'm confused about the outline of the text.*

S4: *My experience when working on reading questions, I find it difficult when I have to answer some questions using different words in the text*

S5: *Actually, I am not difficult to understand the English text, but I have difficulty in reading the text orally. I have problem in pronunciation, and I am also confused about where to start when I am later asked to present the contents of the text orally in front of the examiners.*

After joining guided reading class

The followings are the response of students after attending a reading class by applying the guided reading method. Basically, they feel very helpful with the strategies applied by the teacher in terms of understanding the text without having to know the meaning of word for word, overcoming difficulties in complex text structures, concluding the essence of the reading, answering questions about understanding the text, and presenting the contents of the journal orally.

S1: *I think this approach is good for improving my reading skills. Guessing the meaning of a word through the context of the sentence surrounding it is a way when I have trouble translating a word. This makes me excited in reading English texts.*

S2: *My nervous slowly disappeared after taking a reading class with this method. During the reading activity, the assistance and guidance provided by the teacher in understanding the reading text significantly really makes me feel enthusiastic to read English texts with more enthusiasm.*

S3: *I am happy to take this reading class because the teacher teaches us about strategies to understand text quickly, including how to discover the main idea of a text which is easy, just by looking at how many repetitions of sentences or words in one paragraph that could be the main idea.*

S4: *The teacher's guidance and assistance in this reading class enabled me to overcome all difficulties, including understanding comprehension questions that used different words from the text. The strategy is to rely on the sentences surrounding the question, so that the answer can be found in which paragraph the words mention.*

S5: *Besides being taught how to understand English texts well, we were also taught how to present reading content in a structured and sequential manner. This is awesome. During the learning process, we were also asked to take turns reading the text orally, so here we also learn how to pronounce the words.*

The various student responses above may only be temporary because they may be in urgent in relation to just facing one of the student's admission requirement tests for the specialist school they are taking. Moreover, what they need is more practices in reading EFL texts on a regular basis in their daily life, especially for medical students who in fact will always be dealing with English texts, it guarantees that they can improve their ability

to understand EFL texts, so that they may automatically be able to overcome problems in reading EFL texts. Hence, as Bhooth et al. (2014) suggest that the priority given to raising the standards of university education is crucial and needs immediate implementation, one of which is a program to improve EFL skills so that students are able to compete globally.

CONCLUSIONS

The application of guided reading approach in reading comprehension class functions as an effective method to improve the ability to read English journal texts for prospective Otolaryngologist students. The teacher creates structured strategies when applying this approach in reading comprehension classes, engaging the students to be actively involved in discussing and arguing about the given text. The students' responses demonstrate that the guided reading approach implementation in the reading class is considered suitable to be able to improve the ability to read English journal texts because the teacher is very intense in accompanying and guiding them. However, because reading journal text is one of the requirements for their admission test, it is possible that their responses to this approach will only be temporary if they do not get used to practicing reading continuously. Support from themselves and the campus related to increasing literacy in reading EFL texts is very much needed.

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