

IMPROVING STUDENTS' READING COMPREHENSION THROUGH PREVIEW, ASK QUESTION, IDENTIFY, READ, AND SUMMARIZE (PAIRS) STRATEGY

Diana Fitri Ali¹, Fatimah Hidayahni Amin^{2*}, Andi Anto Patak³

^{1,2,3}English Department, Universitas Negeri Makassar, Indonesia

E-mail: ¹dianavitri61@gmail.com, ^{2*}fatimah.hidayahni@unm.ac.id, ³andiantopatak@unm.ac.id

*corresponding author

Abstract

This study is a quasi-experimental study aimed at finding improvement in students in teaching English reading skills through previewing, questioning, identifying, reading, and summarizing strategies. The study population consisted of students in Class VIIIA, 15 in the experimental class and 15 in the control class, and all students in Class VIIIB. The research data was collected through the distribution of pre-test and post-test questionnaires. The data were analyzed using SPSS 22. The analysis found that the students' performance improved after implementing the Preview, ask question, Identify, Read, and Summarize strategy in the experimental class. The mean score for the experimental class in the pre-test was 66.67, but the mean score for the class after the test was 89.60. Meanwhile, the mean score for the control class in the pre-test was 61.60, increasing to 82.40 using conventional methods. This means that implementing the PAIRS strategy improves students' reading comprehension. The intensity of each is meaningful at literal, interpretive, and critical levels. The phase encouraged the students to practice and improve their reading comprehension.

Keywords — *Previewing, asking question, identifying, reading, summarizing.*

INTRODUCTION

Students learn how to use the English language in the classroom through four different skills: listening, speaking, reading, and writing. Many people believe that good reading skills can help students improve their understanding of language and academic success. Reading is like other activities that you need to practice a lot to get good at them. The ability to read materials in a foreign language efficiently to learn them better is needed so that misunderstandings do not occur. Students should learn to read well because reading is a key skill for learning a language and achieving academic success. Based on the 2017 updated curriculum edition, second-year

senior high school students must demonstrate their ability to grasp contextual meaning related to social functions, text structure, and linguistic components of oral and written discourse.

PAIRS strategy is an alternative to improve students' reading comprehension and at once helps to improve their memory of the material they have read. PAIRS is a method created to improve students' memory of textbook information. The students can focus on the content, read it, and promptly recognize it using this strategy. PAIRS strategy must be used to create effective teaching strategies to improve students learning achievement.

Reading comprehension is a method for extracting knowledge from a text. While comprehension refers to a reader's capacity to derive meaning from the material, they have read. To earn points for reading comprehension, the reader must comprehend and understand the content. The process of reading comprehension consists of many different parts and frequent interactions with the reader. Reading comprehension is deriving meaning from text (Wolley, 2011). Understanding what has been read is the definition of reading with comprehension. It is an active, reflective process that depends on the student's experiences, prior information, and understanding abilities.

Reading is one of the four crucial language skills for anyone learning English as a second or foreign language. Reading may be one of the most significant ways we gain knowledge or information about the world around us. Reading is the most significant and helpful talent for people and a tool for academic success. Reading is an activity that requires active comprehension and recognition abilities and being a source of information.

Literal, interpretive, and critical comprehensions are three types of reading comprehension (Heilmann et al., 2016). This concept of reading comprehension levels was used in this study. At the literal comprehension level, the researcher challenges students to learn facts and comprehend concepts mentioned plainly in the text. Additionally, a vocabulary exam is appropriate. At this level, students are capable of understanding word meaning, memorizing details that have been directly stated or paraphrased in their own words, understanding grammatical clues such as subject, verb, pronoun, and conjunction, remembering main ideas that have been explicitly stated, and understanding the order in which information is presented in the passage.

At the interpretative comprehension level, the researcher believes students comprehend concepts and facts that the material does not clearly state. At the critical comprehension level, the researcher demands that the students interpret, assess, and react personally to the

information in a paragraph. At this level, students are competent to react personally to material in a passage, explain its meaning to readers, and evaluate the quality of written information in the context of a set of standards.

The descriptive text was used in this research. An English text which describes an object is called a description. The object of the text might be a concrete or an abstract object. A person, an animal, a tree, a house, or going camping are all possible subjects. It may cover any subject. According to Rusminto (2015), the description is a type of discourse that characterizes something in light of facts. A descriptive text is a text that describes the characteristics of a person or item. Its purpose is to spotlight and describe a particular person, place, or thing.

METHODS

1. Research Design

The methods section should explain detailed information about location, time, sample or population, research variables, research procedures, and how the data will be collected and analyzed. The number of methodology subsections can be adjusted.

The researcher used a quasi-experimental design and the quantitative research method to identify the extent to which the student's English reading comprehension improved using the Preview, Ask a Question, Identify, Read, and Summarize strategy. Fraenkel et al. (2012), state that a quasi-experimental design prohibits using probability when selecting study sample sizes. The participants in this research consisted of two classes at MTs Nurul AEYN, VIIIA and VIIIB.

2. Research Procedures

The researchers conducted the reading pre-test before distributing the materials. Six meetings of the investigation were held in each class. The researcher offered tense learning as part of the learning process so students could write descriptive texts more effectively. Using Preview, Ask Question, Identify, Read, and Summarize. The test's objective is to gauge students' basic reading comprehension.

The research involved all of the students freely. The researcher taught the two groups throughout six meetings spread over three weeks. Both classes used identical materials, the same course outline and assessments. The two student groups received the same teaching using the same techniques.

3. Data Analysis

When using conventional least squares to calculate multiple regression, a need such as the stationary test must be met. The alternative proposed initially is accepted. The normality T-Test on the SPSS shows that the significance value is more than 0.05. Then, the Kolmogorov-Smirnova and Shapiro-Wilk test shows that it can be concluded that the data is normally distributed. Thus, the assumptions or requirements for normality in the regression modal have been met. T-test that the t-value (7,152>2,045) is higher than the t-table. It denotes the rejection of the null hypothesis and confirmation of the alternative.

RESULTS

The researcher describes the result of the study based on the score that students got in the experimental and control group before coming to the statistical analysis. The test was evaluated concerning the three aspects of reading comprehension: Literal, Interpretative, and Critical. The researcher used recount text as a material treatment.

After the collecting the data, the researcher analyzed the data using Statistical Product and Service Solution (SPSS) version 22 program to calculate the data. The findings include a Descriptive analysis of the students' reading test, Prerequisite test, and Statistical analysis of the students' reading test.

The students' reading comprehension level in the experiment was improved. The illustration below will answer the first research question: What are the students' reading comprehension level through the PAIRS strategy?

1. Frequency distribution

a. Data of students' results in pretest for experimental class

Table 1. Pre-Test Experiment Class

	Frequency	Percent	Valid Percent	Cumulative Percent	Reading Comprehension Levels
48	1	6.7	6.7	6.7	Poor
52	1	6.7	6.7	13.3	Poor
56	1	6.7	6.7	20.0	Fair
60	1	6.7	6.7	26.7	Fair
64	3	20.0	20.0	46.7	Fair
68	1	6.7	6.7	53.3	Good
72	4	26.7	26.7	80.0	Good
76	2	13.3	13.3	93.3	Good
84	1	6.7	6.7	100.0	Good
Total	15	100.0	100.0		

Table 1 shows the students’ scores results before and after treatment in the experimental class. The data shows that the lowest score for pre-tests is 48 and the highest score is 84 of pre-test. Then, the reading comprehension level of students of two students at a poor level, six at a fair level, and seven at a good level.

b. Data of students’ results in posttest for experimental class

Table 2. Post-Test of Experiment Class

	Frequency	Percent	Valid Percent	Cumulative Percent
80	1	6.7	6.7	6.7
84	1	6.7	6.7	13.3
88	6	40.0	40.0	53.3
92	5	33.3	33.3	86.7
96	2	13.3	13.3	100.0
Total	15	100.0	100.0	

Table 2 above shows the students’ post-test scores after the researcher gave treatment using the Preview, Ask question, Read and Summarize strategy (PAIRS). The data shows that the lowest score is 80 and the highest is 96. Based on the aspect of reading, the students are raising on each aspect.

c. Data of students' results in pre-test for control class

Table 3. Pre-Test Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	13.3	13.3	13.3
52	2	13.3	13.3	26.7
60	5	33.3	33.3	60.0
64	3	20.0	20.0	80.0
68	1	6.7	6.7	86.7
72	1	6.7	6.7	93.3
84	1	6.7	6.7	100.0
Total	15	100.0	100.0	

From table 3 above, it can be seen that the students' pre-test scores after the researcher gave treatment using the conventional method in the control class, the lowest score is 40 and the highest score is 84.

d. Data of students' results in posttest for control class

Table 4. Post-Test Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
68	1	6.7	6.7	6.7
76	4	26.7	26.7	33.3
80	2	13.3	13.3	46.7
84	2	13.3	13.3	60.0
88	4	26.7	26.7	86.7
92	2	13.3	13.3	100.0
Total	15	100.0	100.0	

Table 4 shows students' score results before and after treatment in the control class using the conventional method. The lowest post-test score is 68 and the highest score is 92.

e. Mean score and Standard deviation

The accumulative mean score and standard deviation of students' reading comprehension in pre-test and post-test of the experimental and control class as shown in Table 4.5.

Table 5. The mean score and standard deviation of students' reading comprehension

	Mean	Std. Deviation
Pre-test of Experiment Class	66.67	9.759
Post-test of Experiment Class	89.60	4.222

Pre-test of Control Class	60.00	11.212
Post-test of Control Class	82.40	7.059

Table 5 above reveals the mean score and standard deviations in pretest and post-test in experiment class and control class. The result of the data analysis indicated that the mean score of the experiment and control class was mostly the same score before giving the treatment. After conducting the treatment, the scores of the post-test in the experiment class and control class showed different scores.

It means that there was an improvement after conducting the treatment. The mean score of the students' pre-test of the experiment class was 66.67 and the standard deviation was 9.759; in the control class, the mean score of the students' pre-test was 60.00 and the standard deviation was 11.212. The mean score of the students' post-test of the experiment class after the treatment was 89.96 with a standard deviation of 4.222, and the main score of the students' post-test of the control class was 82.40 with a standard deviation 7.059. It showed the students' achievement that the mean score of the experimental class was higher than the control class (89.60 > 82.40).

f. Prerequisite Test

1) Test of Normality

Test of Normality is used to determine whether data has been distributed normally. This test has two kinds of tests: Kolmogorov-Smirnov and Shapiro-Wilk.

Table 6. Test of Normality

Class	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Pre-Test Experiment Class	.174	.200	.964	.761
Post-Test Experiment Class	.219	.051	.905	.112
Pre-Test Control Class	.170	.200	.955	.604
Post-Test Control Class	.186	.171	.925	.229

Based on the information in Table 6 above, the result of the normality T-Test on the SPSS, shows that the significance value is more than 0.05. Then, the Kolmogorov-Smirnova and Shapiro-Wilk test above shows that it can be concluded that the data is normally distributed. Thus, the assumptions or requirements for normality in the regression modal have been met.

2) Test of Homogeneity

Table 7. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Achievement	Based on Mean	6,022	1	28	,021
	Based on Median	4,217	1	28	,049
	Based on Median and with adjusted df	4,217	1	26,463	,050
	Based on trimmed mean	5,806	1	28	,023

From Table 7 above, it can be seen that the level of significance is 0,021. If the level of significance is higher than $< (0,05)$. It means that the data is homogeneous. However, the result shows that the significance is less than 0.05, and it can be concluded that the data is not homogenous.

3) Test of Hypothesis

Table 8. The probability value of the T-test of students' achievement in the experimental class and control class

Paired Differences					t	Sig.
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
			Lower	Upper		
-22,933	12,418	3,206	-29,810	-16,056	-7,152	.000

The researcher presents the significant difference between the experimental and control classes, as stated in Table 8 above. The researcher found that the probability of the value was smaller than level significance .05 ($.000 < .05$). It indicated that H1 was accepted and H0 was rejected. It means there was a significant improvement in the experiment class after using Preview, Ask question, Identify, Read, Summarize strategy in teaching reading comprehension to the students of MTs Nurul Aeyn.

The data in Table 8 shows that the PAIRS strategy improved students' reading comprehension in descriptive text in the experiment class. It was different since the researcher used a conventional strategy to teach English reading to the students in the control class.

Table 9. Comparison of T-table and T-test

df	<	t-table	t-Value
14	0.05	2.045	7,152

From the comparison above, it can be seen that the t-value is higher than the t-table (7,152 > 2,045). It means that hypothesis null is rejected and hypothesis alternative is accepted. The improvement of the students through Preview, Ask question, Identify, Read, and Summarize has been proven in the first finding.

2. The illustration below will show and answer the second research question: To what extent does the PAIRS strategy improve the students' reading comprehension?

The students' responses in the interview session will prove the illustration.

a. Preview

In the preview aspect, students gave their opinion in the interview about how the preview aspect through PAIRS strategy in learning English is to improve reading comprehension. The results of the interview can be seen in the extracts below:

Extract 1

... Dalam kegiatan ini, selain membaca, kami juga mengulanginya sampai bisa mengerti. (in this activity, besides reading, we can also review until we understand). (S1 and S2)

Extract 2

... Selama pengulangan setelah reading sangat menyenangkan kak. (during the preview after reading it was very enjoyable sis). (S3 and S4)

Extract 3

... Saya mudah memahami isi teks dengan mengulang. (I can easily understand the content of the text by reviewing). (S5 and S6)

b. Ask question

In the Ask question aspect, students gave their opinion in the interview about how the Ask question aspect through the PAIRS strategy in learning English is to improve the level of reading comprehension. The results of the interview can be seen in the extracts below:

Extract 1

... Tanya jawab antar teman dikelas, saya sangat suka kak. (ask a question between friends in class, we really like it sis). (S7 and S9)

Extract 2

... Dalam kegiatan tanya jawab pada pembelajaran reading, menjadikan saya lebih aktif dari sebelumnya. (in ask question activities in learning reading. It makes me more active than before). (S10 and S12)

Extract 3

... Tanya jawab sangat menyenangkan. (ask a question are very fun). (S13 and S15)

c. Identify

In the Identify aspect, students gave their opinion in the interview about how the Identify aspect through PAIRS strategy in learning English is to improve the level of reading comprehension. The results of the interview can be seen in the extracts below:

Extract 1

... Setelah membaca teks, kami mengidentifikasi setiap kata sangat memudahkan mengerti isi dari teks yang sudah dibaca. (after reading the text, we identify word are easy to understand the content of the text that has been read). (S16 and S18)

Extract 2

... Dengan identifikasi, saya mampu mengetahui kosakata dari setiap bacaan dalam teks. (identification, I am able to know the vocabulary of reading in the text). (S19 and S20)

Extract 3

... Dalam kegiatan identifikasi sangat menyenangkan karena kami diberi kesempatan untuk berbagi ke teman samping supaya saling membantu mencari arti kosakata yang belum diketahui. (the identification activity was very fun because we were given the opportunity to share with our friends to help each other find the meaning of unknown vocabulary. (S21 and S22)

d. Read

In the Read aspect, students gave their opinion in the interview about how the Read aspect through PAIRS strategy in learning English is to improve reading comprehension. The results of the interview can be seen in the extracts below:

Extract 1

... Membaca teks pake strategi dari kaka menjadikan suasana hati dengan baik. (reading the text using strategy from you makes me a good mood). (S23)

Extract 2

... Membaca pakai strategi baru dari kakak membuat saya tertarik karena harus membaca cepat yang tidak pernah saya lakukan sebelumnya. (reading using a new strategy from sis made me interested because I never done before). (S24)

e. Summarize

In the Summarize aspect, students gave their opinion in the interview about how the Summarize aspect through PAIRS strategy in learning English is to improve the level of reading comprehension. The results of the interview can be seen in the extracts below:

Extract 1

... Setelah mengulang, tanya jawab, identifikasi, read, dan yang terakhir kami merangkum semua yang telah dibaca sebelumnya. (after reviewing, ask question, identify, read, and finally we summarize everything that has been read before). (S25)

Extract 2

... Merangkum kegiatan yang paling saya suka karena kami bebas mengulang semua pelajaran hari ini didepan teman. (summarizing the activities that I like the most because we are free to repeat all today's lessons in front of friends). (S26)

Extract 3

... Merangkum memudahkan saya mengerti. (Summarizing makes it easier for me to understand). (S27)

Extract 4

... Merangkum isi teks yang dibaca memudahkan untuk menjelaskan kepada teman yang lain. (summarizing the contents of the text that is makes it easier to explain to other friends). (S28)

Extract 5

... Dengan merangkum saya mulai menyukai membaca. (by summarizing I started to like reading). (S29 and S30)

DISCUSSIONS

1. The improvement of reading comprehension level through PAIRS

In line with the findings on the students' reading comprehension, the researcher compared the students' achievement on both experimental class and control class. The result of post-test shows an improvement after the treatment in both experimental and control classes. It can be seen from the mean score of experiment class in pre-test was 66.67 becoming 89.60 in post-test (see table 1). Meanwhile the mean score of control class in pre-test was 61.60 becoming 82.40 in post-test (see table 2). In this case, experimental class got improvement after conducting the treatment of Preview, Ask question, Identify, Read, Summarize (PAIRS) strategy. Experimental class got score higher than control class that doesn't get the treatment through

Preview, Ask question, Identify, Read, Summarize (PAIRS) strategy. Teaching English reading through Preview, Ask question, Identify, Read, Summarize (PAIRS) strategy on experimental class. And control class, the improvement was not significant since the researcher used only the conventional technique in teaching English reading,

In addition, based on the t-test analysis, the researcher found that the significant improvement on students' achievement on their reading comprehension. It can be proved by the value of p-value or sig (2-tailed) that the probability value was smaller than α ($0.00 < 0.05$) with the significance level (0.05). It stated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that the use Preview, Ask question, Identify, Read, Summarize strategy in students' English reading gave an effect to the students' achievement on reading comprehension.

As mentioned previously, the researcher analyzed three levels in reading comprehension. They are literal, interpretive, and critical of these components, the students reading should be clearer idea. The idea should be arranged in good unity and all sentences were developed in a single main idea. Mentions that the purpose of writing is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of reading. The Preview, Ask question, Identify, Read, Summarize strategy the students can work together, think critically, and shared their ideas with other friends. So, they were able to arrange their idea in a good content.

Furthermore, Since the topic that they wrote was interesting and they felt free in writing idea. The Preview, Ask question, Identify, Read, Summarize strategy helped the students to create and share their idea. They could create their new idea to explain the text base on the topic given and then share it with their partner in the class.

In this research, the students' through Preview, Ask question, Identify, Read, Summarize strategy was considered as the result given from the treatment in experimental class since they were expected to obtain the high perception category toward the Preview, Ask question, Identify, Read, Summarize strategy in teaching English reading. It is compared with reading comprehension result and students' interest in attending the reading class by apply Preview, Ask question, Identify, Read, Summarize strategy in English reading in the classroom it shows that it can be more effective and useful to improve students' interest and reading comprehension.

From the results of study which showed that implementation of Student's Reading Comprehension through PAIRS strategies was supported by previous researchers such as Landi's research. Importantly, skills surrounding decoding become more automatic, whereas language comprehension skills are deployed strategically to produce greater comprehension. Indeed, for adult readers, word reading fluency can fail to predict reading comprehension success because, for most adult readers, decoding becomes automatic (Landi, 2010). These strategies are before reading, during reading, and after reading. There is a strategy or technique to teach reading that is called Preview, Ask questions, Identify, Read, and Summarize (PAIRS). Mar'atus (2018) in her study *Improving Students' Reading Skills Through Preview, Asking Questions, Reading, and Summarizing (PARS) Strategy* Supported the result of this study the PAIRS strategy increases the extent to which information is processed by the brain. The main goal of the PAIRS strategy is to help students advance their reading comprehension.

2. The Ways PAIRS Strategy Improve Student's Reading Comprehension Level

In Previews, the reader determines what the entire text is about by skimming through it all, so they know what they are going to be covering. One way to do this is to read the title, and then notice the graphs, pictures, and diagrams in the text. Next, read the introduction and summary. Preview, just a few seconds of reading, superficial scanning, or identifying the main sections. This is also in line with

In Ask question, the students give a question specific idea to look for while reading. Keeping a question in mind can help maintain concentration on the reading focus, which leads to improved comprehension and efficiency. Before formulating questions from subheadings, students should consider their general purposes for answering questions. The student asks questions about what he wants to know about the text to be read. The activity of asking questions as also parallel to read Simatupang & Sihombing (2012).

Identifying someone or something is the process of determining who or what someone or something is. An example of identifying is finding out the text, knowing the part of text, and identifying the kind of text is not only identifying but also letting the students know the idea that they read.

The readers read the whole text. And while reading it, they also try to find the answers to the questions they asked before. Here, they should remember the features that they noticed during the last two steps: headings, special terms, pictures, and summaries.

Summarize, in this step, the students can recall and state the idea. the readers should know how much they can recall the information they got from the text and state it in their own words. Highlight only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph.

In line with the Indonesian government, the PAIRS strategy is also suitable for the scientific approach, which is used as one of the alternative strategies in the 2013 curriculum, Ministry of education and culture (2016) describes discovery learning, project-based learning, problem-based learning, and inquiry learning. It is supported by theory of Sulistiyo (2010) that is useful to improve the students' reading abilities, especially critical reading and scanning.

CONCLUSIONS

Based on the findings, explained in the discussion about using the PAIRS Strategy, the researcher then concluded. The conclusion covers all of the research questions of this study. The conclusions are as follows:

1. According to the observation, PAIRS in the subject for reading comprehension apply three steps of the teaching process: pre-activity, main-activity, and post-activity. PAIRS is actualized in the main activity, but the teacher always uses two languages in all steps. On the other hand, media use the text from the book to bring out the meeting and also as media to share information about schedule, homework and material.
2. According to the interview, the students were towards the use of PAIRS for Reading Comprehension. Therefore, the conclusion is their perceptions are influenced by the perceiver and are supported by the target and situation. Furthermore, their experience and expectation can be seen in the learning process through Preview, Ask question, Identify, Read, and Summarize (PAIRS) Strategy used in the class.

REFERENCES

- Brown, F. A. (2010). Vocabulary Knowledge and Comprehension in Second Language Text Processing: A Reciprocal Relationship. *The Asian EFL Journal Quarterly*, 12(1), 88- 133.
- Dennis, L. R. (2016). The effects of a multi-component intervention on preschool children's literacy skills. *Topics in Early Childhood Special Education*, 36(1), 15–29.
- Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. *What Research Has to Say about Reading Instruction*, 4, 286–314.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (Eighth ed).

- Hebert, M., Bohaty, J.J., & Nelson, J.R. (2016). The effects of text structure instruction on expository reading comprehension: A meta-analysis. *Journal of Educational Psychology*, 108(5), 609–629. <https://doi.org/10.1037/edu0000082>.
- Landi, N. (2010). An Examination of the relationship between reading comprehension higher-level and lower-level reading sub-skills in adults. *Reading and Writing* 23:701-17.
- Lestari, T. R. R. (2011). Implementing SQ3R strategy to improve the students' reading comprehension. Universitas Negeri Malang.
- Mar'atus. (2018). Improving Students' Reading Skill Through Preview, Ask Question, Read, And Summarize (PARS) Strategy A Classroom Action Research for the Second Grade Students of Senior High School 1 Bringin.
- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications* (twelfth ed). ERIC.
- Simatupang, L., & Sihombing, L. (2012). The Effect of Pqrst Method on Students' reading Comprehension of Descriptive Text. *Register Journal of English Language Teaching of FBS-Unimed*, 1(2).
- Somadayo, S. (2011). *Strategies and Techniques Learning Reading*. Yogyakarta: Graha Science.
- Sulistyo. (2010). *Reading for Meaning*. Malang: Pustaka Kaiswaran
- Wilson, C. (2013). *Interview Techniques for UX Practitioners: A User-Centered Design Method*. Interview Techniques for UX Practitioners: A User-Centered Design Method. <http://doi.org/10.1016/C2012-0-06209-6>
- Wolley, G. (2011). Reading Comprehension. *Assisting Children with Learning Difficulties*, 15, 259.