



**USING REWARD STRATEGY TO IMPROVE STUDENTS'
READING COMPREHENSION AT
SMPN 1 DRINGU PROBOLINGGO**

THESIS

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ABSTRACT

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Key words : Learning Strategy, Reading Comprehension,

REWARD strategy stands for "Read, Watch, Review, and Do". This strategy is made by the teacher-researcher as the result of the investigation during the home learning as the effects of Covid-19 pandemic era at the academic year 2020/2021. The objective of the research was to find out whether the REWARD strategy is effective in improving students' achievement in reading comprehension through blended learning. The participants of the research were 32 students of the ninth grade students of IX G of SMPN 1 Dringu Probolinggo.

In collecting the data, teacher-researcher has collaborated with her colleague to complete the instruments of research, as follows: students' reading comprehension test, field note, observation checklist, and questionnaire. As the learning process of reading comprehension, the activity is divided into three phases; pre-reading, whilst reading, and post-reading that held in Blended Learning Classroom. Firstly, pre-reading is conducted through reading material by online (Google Classroom), then whilst reading collaborated by watching video and reviewing the lesson by offline (Classical Classroom), and post-reading phase was done by doing assignments through online (Google Form).

The finding result showed that the use of REWARD strategy was effective. there were 32 students who reached the KKM point (100%), but 8 students shows the lower score than the preliminary test, 12 students achieves the same score with the preliminary quiz, 12 students get the higher score than the preliminary quiz

Based on the research, it is claimed that REWARD strategy is effective in improving students' achievement in reading comprehension especially and more often it can be used by non-english teacher in handling blended learning classroom as the need of this digital era.

ABSTRAK

Yulianti, Fitriyana Ika, 2021, *Penggunaan Strategi REWARD untuk Meningkatkan Kemampuan Pemahaman Membaca pada Siswa Kelas IX di SMPN 1 Dringu Probolinggo* Thesis, Jurusan Pendidikan Bahasa Inggris. Program Pasca Sarjana .Universitas Islam Malang, Pembimbing : Dr. Mirjam Anugerahwati, M.A

Kata Kunci : Strategi Pembelajaran, Pemahaman Membaca

Strategi “REWARD” adalah terdiri dari Read (Membaca), Watch (Menonton), Review (Mengulas) dan Do (Mengerjakan). Strategi ini adalah penemuan guru peneliti sebagai dampak dari pengamatan Proses Pembelajaran pada masa pandemi Covid -19 di Indonesia pada tahun pembelajaran 2020/2021.

Tujuan dari penelitian adalah untuk mencari tahu apakah strategi “REWARD” ini efektif untuk meningkatkan pencapaian siswa dalam Pemahaman Membaca melalui kelas campuran atau disebut juga Blended Learning. Adapun partisipan dalam penelitian ini adalah 32 siswa dari kelas sembilan G di SMPN 1 Dringu Probolinggo.

Dalam teknik pengolahan data, guru peneliti telah berkolaborasi dengan guru sejawat sesama pengajar kelas IX dalam melengkapi segala tambahan penilaian, seperti : hasil tes penilaian pemahaman membaca siswa, catatan atau jurnal guru, lembar pengamatan, dan juga kuesioner.

Sebagai bagian dari proses pembelajaran pemahaman membaca, kegiatan pembelajaran terbagi menjadi tiga bagian , yakni : membaca cepat, membaca sementara, hingga membaca tingkat akhir yang dilaksanakan pada kelas campuran (blended learning). Yang pertama adalah membaca cepat yang dilaksanakan melalui online yaitu Google Classroom, kemudiann membaca sementara yang dilaksanakan melalui tatap muka terbatas dengan kegiatan melihat video serta mengulas materi yang telah diberikan melalui pertemuan tatap muka, serta membaca secara lengkap dengan mengerjakan latihan soal melalui online di Google Form.

Hasil penelitian menunjukkan bahwa penggunaan strategi REWARD adalah efektif dan terbukti seluruh siswa sejumlah 32 telah dinyatakan melampaui KKM walau ada sekitar 8 siswa yang menunjukkan nilai yang lebih rendah dengan tes yang dilaksanakan sebelumnya. 12 siswa memperoleh nilai yang sama dan 12 siswa mendapatkan nilai yang lebih tinggi

Berdasarkan penelitian ini, dapat disimpulkan bahwa strategi “REWARD” adalah efektif dalam meningkatkan pencapaian siswa dalam pemahaman membaca pada khususnya serta lebih lanjut strategi ini bisa digunakan oleh guru mata pelajaran lain di era digital sekarang ini

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CHAPTER I

INTRODUCTION

This introduction presents and discusses the background of the study, research statement, objective of the study, significance of study, and scope of the study.

1.1 BACKGROUND OF STUDY

As the criteria of 21st century skills contribute to a significant shift in action, a new model in education. The 4C of the newest building character (creative, collaborative, communicative, and critical thinking) becomes, as is widely known, a vision for better education worldwide. The interaction between teachers and students in a learning network has been sought in the age of the industrial revolution 4.0.

In the conventional classroom in which teacher and student have to physically meet at the present time, the learning period is not normally held. Nowadays, time and locations do not restrict the learning period. Learning may be a mixture of online and classical (blended learning) or a full/massive open online course (MOOC) (Legowo, 2019),

The real condition of Indonesia during the invasion of Covid-19 virus has taught many lessons for the people in many sectors. One of the most is the education, in which the Indonesian pupils have to take the classes online, or some

of them do the hybrid lesson (blended learning), the mix between online and offline. Despite the fact that the word "blended learning" is commonly used, there is some confusion about what it really means (Oliver and Trigwell 2005). Oliver and Trigwell concluded in a critical analysis that the word blended learning simply means combining two or more distinct types of learning. They argued that because of the wide range of meanings, almost everything can be considered blended learning. There is a need for defined and consistent concepts, models, and conceptualizations to understand the practice and effects of blended learning. This allows previous research to be validated in new environments, contribute to the development of a cumulative tradition, and allow for further exploration of fundamental ideas (Kane and Alavi 2007).

Teachers should be able to look for a strategy to build communication and collaboration with students in an online classroom rather than in a classical one, in order to establish the skills. As the framework of the learning process, interaction with the teacher and student is important.

The teacher or instructor plays a significant role in the teaching process and encourages students to communicate and collaborate with students, students and teachers. As stated by Clifford (1991), The teacher must encourage students to write for the sake of communicating. Instead than focusing on the mechanics of writing, such as spelling and handwriting, they should concentrate on the ideas and meanings they want to convey (p. 42).

A strategy is a tool for the teacher to control the class and the learning process. It is therefore important for educational institutions not only to provide

students with quality education, but also to improve the factors of their dedication to learning, as they are the end product of the entire educational learning process. This is especially significant because it means that classroom strategy can be used to improve incentive for students to learn (Sadik, 2016; Wijetungke, 2016).

Strategies should be taken into consideration as essential factors in the learning of a language. As Altan (2004) suggests that learning can occur if the techniques are unsuccessful or less successful slower. Strategy is a way in which the so-called art decides the role of one to succeed in Education (a language). Strategies are methods or instruments that should be used by the learner to acquire Awareness of a second language (Stern, 1983).

The REWARD strategy stands for reading the content, watching the video, reviewing the lesson, and doing the assignment. This is a series of online learning strategies. The REWARD strategy is merely organized so that students can better accomplish the learning process step by step. This strategy is constructed into an online and offline classroom, or later we call it blended learning.

Similarly, Chamot in Chambers and Norman (2003) state that "the methods of learning are the special thoughts and actions that facilitate a learning task, techniques or strategies that facilitate a learning task." Individuals use new skills to help them understand, learn, or maintain it. An important area of research on language learning has been concerned with the cognitive operations that learners in classrooms or other circumstances of learning, apply. These

attitudes, regarded as "learning strategies" Chamot (1987).

Reading skill is considered important because it promotes better spelling, writing, and comprehension, as well as more advanced vocabulary (Williamson, 1998:8). A reader is involved as one who derived written information or data. The data may be both explicit and implicit. Therefore it requires deep understanding of the concrete information. Grabe (2002:277) points out that the primary goal of reading is to improve reading comprehension, indeed raising students' knowledge of key ideas in a text and exploring the organization of a text are critical for successful comprehension. Furthermore, McShane (2005:71) stated that the aim of reading comprehension is to grasp the essence of the information that we read.

Related to the present research, there were some previous studies which support learning strategy to reading comprehension. The results showed that the strategy is beneficial as reviewed in the following. Sarjan (2017) used Scaffolding and QARs (Question Answer Relationship) to make the students of second grade of SMPN 1 Wonomulyo understand the reading text and the students guided to focus more on the text. The finding of the research showed that the strategy had made the students more comprehend for reading. It is also lead the students more active than before.

Ambarwati (2018) used vocabulary learning strategy to improve the capability of the tenth grade students of MA Muhammadiyah 1 Jember to build the vocabulary effectively. This strategy is used for giving reference and guidance for the students so they can study easily. The strategy is called

activation strategy and note-taking strategy. The first is using the vocabulary directly so that it can increase the ability in learning english. Thus, the second is memorizing the vocabulary in a note, so it will be easy for them to learn the vocabulary.

Isnaini (2020) studied the correlation between text readability, reading strategy and reading comprehension. This research carried out 96 high school tenth grade courses of Vocational Senior High School Al-Fudholal-Fudhola Pamekasan. Then, it is found that there was a positive correlation between text readability and reading comprehension. It is also found that there was negative correlation between text readability and reading strategy. Last, it is found that there was significant correlation between reading strategy of the students and students' reading comprehension.

Those previous studies were gained for showing the importance of learning strategies in studying reading comprehension. By using the appropriate strategy, a teacher was similar to the man with the perfect tools for receiving his goal. Though, it should be bold that each classrooms has different strategy to deal with, and only a good teacher knows it well then operate it for the students' best result.

As well as REWARD strategy (reading material, watching the video, reviewing the lesson, doing the assignment) strategy was strongly believed, it can improve the students' reading comprehension of Report Text through blended learning for the ninth grade in SMPN 1 Dringu Probolinggo.

1.2 RESEARCH QUESTIONS

Since the blended learning being the model of learning in this research, the steps of composing the sequence of observations can be divided into two kinds. First we put the material in an online classroom through Google Classroom and then we handle the treatment further in offline or traditional meetings then hold the test to evaluate it.

An online classroom is very different from a classical classroom. Indeed, there is no physical meeting and more interaction is required as well. The online classroom is contradictory to the conventional classroom, which physically excludes the class itself (Donnath: 2008). It becomes a background for a teacher to create a strategy for handling it.

Because of the simplest use of the internet itself, the strategy of online classrooms should be accessible, reliable, collaborative and communicative. There are several benefits provided by the internet for education. The internet offers many benefits: social networking, video networks, worksheets, online classrooms, online courses, and many more (Morgan: 2012).

It is important to observe how to construct "REWARD" as a learning strategy to improve the achievement of students in reading comprehension through blended learning classrooms. Therefore it is also important to investigate the progress of the strategy in every phases of reading comprehension; pre-reading, whilst reading and post reading.

As the research questions for making this research keeping on the track path, the researcher had focused on some questions as follow;

1. How is the effectiveness of “REWARD ” strategy to improve students’ involvement ?
2. What is the use of REWARD strategy in dealing with teaching Reading Comprehension?
3. Does the use of REWARD strategy give contribution to the teacher’s effort in improve students’ achievement?

1.3 OBJECTIVE OF STUDY

In handling a class, both online or offline or a mix of those, teachers manage the class through some strategies. As stated by Brown et al. (1983, p.85) “Learning strategy is a systematic application of deliberate plans, routines, or activities”. So, it is assumed that a learning strategy relates to the sequence activities of the classroom.

Due to the Covid-19 pandemic era, the process learning in Indonesia can be done in both situations, either in an online classroom for those who have no problems with media or the internet or in an offline classroom for those who have problems with internet supplies or resources. It is also permissible to have a blended learning class if the area allows it.

This condition had made some different atmosphere for the newest education in Indonesia, eventhough it can not be said that the rapid growth of technology did not happened yet in here. As we know, Indonesian people were able to use the media of technology as a fun not for the serious one. But, nowadays many of teachers and also students have to explore themself for

getting close with e-learning.

Related to application of REWARD strategy through blended learning, as the combination of online and offline , the objectives of study are explained as follows;

1. To measure the effectiveness of REWARD strategy in improving the student's achievement on reading skill;
2. To evaluate the student's ability in reading comprehension through REWARD strategy;
3. To observe the difficulties of the teacher in teaching reading comprehension by using REWARD strategy through the blended learning class.

1.4 SIGNIFICANCE OF STUDY

Rapid growth of technology has pulled all the sectors of human's life changed instantly. In education as well, the use of supporting media; i.e internet, computer applications, and many more drives the movement of the conventional classroom into digital one. This condition leads to the newest model of interaction between teacher and students.

“A personal interaction with the students is more important than the technologies used.” stated by James Madison (2012), advising online and hybrid instructors. Everyone is preoccupied with work, education, and family obligations, so adding communication criteria simply for the sake of adding them is ineffective. Then seek to make the online classroom useful and manageable.

Related to the topic of the study, in conducting a meaningful classroom teacher provides some strategies. REWARD (Read, Watch, Review and Do) strategy is chosen to improve student's ability in reading comprehension of report text for nine grade of junior high school through blended learning. This study would be beneficial for measuring the student's achievement and its contribution for the new era of e-learning, because it is held in hybrid learning.

Furthermore, as it is noted by Innes and Wilton, "Create an effective blended learning environment means making appropriate choices and overcoming the challenges that come with the use of technology" (2018). Based on the statement, learning process which held in blended learning as a solution for today, can producing some creativities for both: teacher and students. Related to the learning of reading comprehension, the creativity will be leads to some invesment of students' improvements. For example : the use of some applications of texts, some applications of editing video, some applications of presenting slides in front of the class, and many others. The communication and collaboration between teacher and students were connected so strong for making REWARD strategy used in blended learning.

1.5 SCOPE OF STUDY

Scope of the study will be useful in framing the limits of this study. As noticed before, this study focuses on the REWARD strategy as the tools for improving student's achievement in in reading comprehension through blended learning. In case, the discussion will be limited to the student's skill of reading

comprehension.

According to Grellet (1981, p. 3) “reading comprehension is extracting the required information from it as efficiently as possible”. Studies have been conducted show that effective language is when it comes to reading comprehension; the learner does not have a lot of experience. The majority of it is determined by the employing of deliberate reading strategies. Further, the construction of REWARD strategy in reading comprehension can be observed through each phase; reading material (pre reading), watching video, reviewing the lessons (whilst reading) and then doing the assignment (post reading). The data will show the effectiveness of the strategy in dealing with the student’s achievement in reading comprehension of the report text for ninth grade of junior high school.

1.6 DEFINITION OF THE KEY TERMS

In this study, there are a few words that are commonly used. As a result, it is important to define the words to avoid any misunderstandings or uncertainty among readers.

REWARD Strategy refers to the current strategy that is used to improve student’s ability in reading comprehension. As a note, this strategy consists of four steps; reading, watching, reviewing, and doing. Those steps are constructed to use for reading comprehension of report text. Hyland (2002:29) says social purpose of report is to present factual information, usually by classifying things and then describing their characteristics. Based on the argument, it is believed

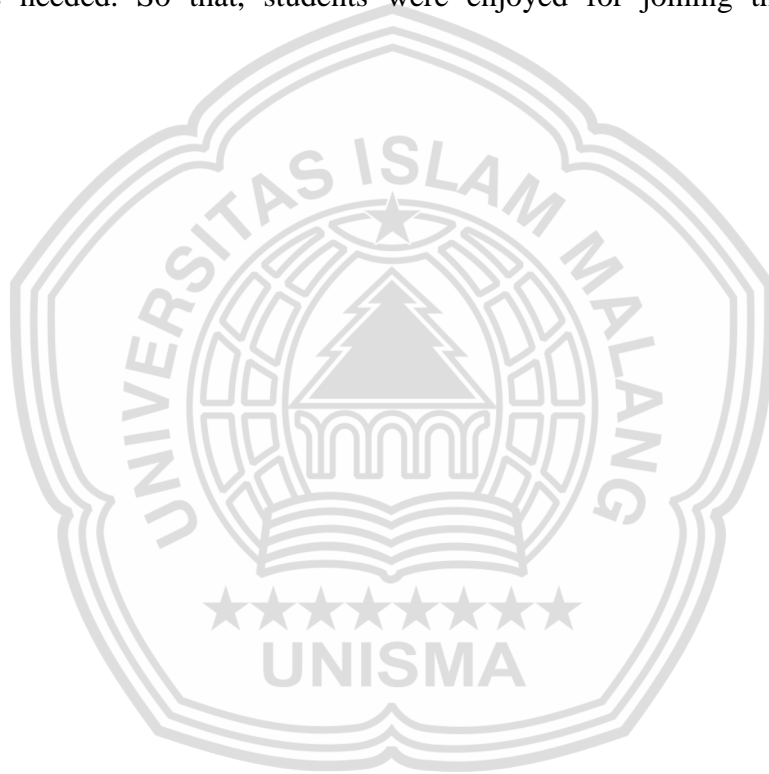
that the goal of studying report text is to classify or understanding the text by “Reading” strategy, then to describe through “Watching and Reviewing” strategy and lastly, is to present the recent information by using “Doing” strategy.

Reading Comprehension is defined as the process of extracting and constructing meaning through interaction and involvement with written language. This has three phases as a process of analysing a text: pre-reading, whilst reading, and post reading. The sequence determines students’ comprehension in reading a text. In pre-reading, students are taught to increase their curiosity by facing some clues that need to be engage. It is a process of activation the background knowledges. Some activities relate to the pre-reading are; discussion, guessing from pictures, guessing from sentences, or pictionary. Later, in whilst reading, students are more focus on the text and the aspects on it for knowing better than in pre-reading. Some activities are: identify the topic or main idea of a text, identify some connectors, doing the skimming and scanning of a text, answer a short quiz and many more. Then in post reading, students are needed to be more critics in analyzing the content of a text. The activities relate to the post-reading are: creative writing, handling a discussion, having a test based on the informations on the text (W-H questions).

Blended learning is a process of learning that combines two types of classroom; online and offline. Those classrooms are linked one to another for handling a complete learning process. In online classrooms, the learning process is done through Google Classroom and Google Form. Then, the offline is done



through conventional classrooms. Learning process which held in blended learning classroom means that teacher should prepared the material into two types of media. In online, teacher should be creative in making an attractive media of learning for example: using slide of power point, slidego or canva. Then for offline, teacher equipped themselves with the video maker or any applications needed. So that, students were enjoyed for joining the class.





CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter insert some certain conclusions and related suggestions based on the research findings and also the discussion in the previous chapter. The conclusion are made as the result of the use of REWARD strategy in improving student's achievement in reading comprehension through blended learning of the ninth grade students of SMPN 1 Dringu Probolinggo. Suggestions are addressed for the educational practitioners. Who concern with teaching the reading.

5.1 CONCLUSIONS

Based on the previous chapter of study findings and discussion, the teacher produce some conclusions that the using of REWARD strategy is proven effective in improving student's achievement in reading comprehension of ninth grade students through blended learning in SMPN 1 Dringu Probolinggo.

The indicators of improvement are shown by the increasingly number of students' participation during the learning process for each phase of reading comprehension. Started by the pre- reading which held by inserting the report text thourgh online classroom. The growth of students who join the class are seems the attention is buildup. In this phase, the strategy to use is reading the material, in which teacher provides some slides containing the report text of

some subjects. Then, the students easily to read in through Google Classroom (online).

Later, the second phase of reading comprehension is whilst reading. Teacher used the strategy: watching the video and reviewing the lessons. Further, these strategies are handled for adding the intention of students through offline classroom. By guiding the students in watching the video had some advantages; shows the progress of learning of each students, explaining the meaning of the video for the students who hard to understand, directly for giving some instructions for students. Reviewing the lesson becomes the next strategy in which teacher leads her class to be optimal in translating the meaning of the text into the correct knowledge. In this phase, the lesson was conducted through offline. Teacher are able in controlling and giving direct instructions for the students for doing some exercises related to the topic. Last phase of reading comprehension is post-reading, that used the last strategy of REWARD, which is “doing the assignments”. In this segment, students take post-reading test as the measurement of their learning process so far. Teacher gives a text contains WH questions and ask the students to complete it. It takes online , so that the research findings show some of students had to get lower score, though it reach the criteria of success, because of the impact of technology used: internet, electricity and also the operation of the tools.

5.2 SUGGESTIONS

As the basic of findings of the research and also the discussions in the previous chapters, suggestions are presented for English teachers, principals, and other researchers.

For the English teacher, nowadays , it is important for having some abilities in operating some latest applications in smartphone. Because of the digital era has bring so much evolution to the way of teaching. It may said that we are helped by technology, but in another way it growth much massive than we thought. So that we have to combine it perfectly.

In every meeting of learning process, we ought to have strategy for handling the students and deliver the knowledge. REWARD strategy in this case is proven effective for handling the reading comprehension through blended learning classroom as the combination of online and offline. Due to it takes some phases that relevant with the condition at this era.

The students who are familiar with the connection of internet and able in operating some applications in the mobile phone has pursued the different treatments during the lesson than several years before. Therefore, teacher should be aware and increase their ability in technology.

For principals, the concrete result of the findings in this research should be lead to be a good basis for other teachers in improving their strategy to handle for blended learning classroom as the need of recent digital era. It can be take by other english teacher or non-english teacher who are invented to combine the lesson through blended learning/hybrid lesson.

For other researcher, the use of REWARD strategy in improving the students achievement in reading comprehension through blended learning is available to be adapted and modified with other strategy which are more effective. Perhaps, in the following, the inventions can be added and be more useful in dealing with students' achievements several years before. Therefore, teacher should be aware and increase their ability in technology.

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