
THE ABILITY TO DETERMINE APPROPRIATE REFERENCE WORDS FROM READING TEXTS IN THE FLIPPED MATERIALS ABOUT WETLANDS OF ECONOMIC EDUCATION STUDENTS

Mirza Indah, Elvina Arapah, Dini Noor Arini
Lambung Mangkurat University
zainul7351@gmail.com

First Received :

Final Proof Received :

Abstract

Reference Words is one of the cohesive devices that connect words and sentences in text through grammatical means. Moreover, the students of Economic Education Program are often have to comprehend texts for the recognition of the reference words. Therefore, the researcher concludes the purpose this research is entitled "The Students' Ability in Determining Appropriate Reference Words from Reading Texts in the Flipped Materials about Wetlands. This research used descriptive quantitative design. The population of this research was the students of Economic Education Study Program batch 2020. Random sampling was used in this research, the sample was the the students of Economic Education Study Program batch 2020 who took the English General Subject. The results of this research are most mastered type of reference words by the Economic students' was the referential and attributive use and the anaphoric reference that proven by students who achieved the score above 50 by the frequency 7% and 3% for each of the types and still need to be improved. Moreover, the most difficult type of reference words to mastered by the data were significant of co-text and name and referent that proven by the low score below 50 by the frequency 100%. Therefore, ability of Economic Education students' batch 2020 at Lambung Mangkurat University in determining correct reference words in the text about Wetlands was considered as a very low ability. It is suggested to the students' to understand the importance of improving their ability in determining correct reference words in a text and keep studying more to improve their ability.

Keywords: Students' ability, Reference words, Flipped materials.

INTRODUCTION

English is the connector language for people nowadays worldwide. Since young age, people should prepare their next generation to be ready to face the globalization era. Therefore, English language is the ultimate weapon for them in the future life. However, English is actually very hard to learn, moreover to comprehend. Learning English means people should understand not only English itself, but also the skills in it. There are four main skills in English that should be mastered by the learner; listening, speaking, reading and writing. Among those skills, the researcher believes that reading is the most important one to be well understood in purpose for better understanding the texts in English and providing them a lot of vocabularies.

Reading is a supportive skill for the others skills. Therefore, reading is the basic skill that have connection with acquiring and comprehending text for students. Reading comprehension is important in learning but it is very difficult to define and to achieve. It involves a psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader. Fakhrrudin (2018) stated that we can use words, phrase, name and even sentence to refer, but co-text will determine that the meaning is appropriately caught by the listener and found under the scope of reference and inference referential and attributive use are explored and so as anaphoric reference as feature. This topic is essential in English Pragmatics and became fascinating issue to be discussed among linguists. Therefore, there are some important rules in learning references word that affected the reading comprehension thoroughly.

Moreover, another study by Pritchard and Nasr (2004) explored the required reading skills that engineering college students needed. They found that the ability to comprehend reference words is one of the most important reading skills needed by college students. Chen and Dai (2003) in their study revealed that many Taiwanese students still had great difficulty in comprehending referential words especially relative pronouns. As shown by studies conducted so far, cohesive devices are crucial in the reading comprehension process. It helps students to create a coherent mental picture of the textual information.

From the pre-observation that have been conducted by the researcher, it has frequently been found that one of the major hurdles in comprehending texts is the recognition of words and phrases that refer to the same idea. Traditionally, these have been called 'reference words' or 'referential expressions'. Such words have been classified into various categories like personal pronouns, demonstrative, lexical cohesion and other alternative phrases. This research is about the use and interpretation of reference words or referential expressions in reading. Reference words or referential expressions are those words and phrases in language that can be used for referring to persons, objects, phenomena, times, places and other 'things. Considering all of the problems above, the researcher concludes the purpose this research is entitled "The ability in determining appropriate reference words from reading texts in the flipped materials about wetlands of economic education students batch 2020".

RESEARCH METHODOLOGY

This research intended to use the descriptive quantitative. According to Corpley (2019: 8) This design used to find out how the Students' Ability in Determining Appropriate Reference Words from Reading Texts in the Flipped Materials about Wetlands and the type of reference words which appropriately determined by the students from reading texts in the flipped materials about wetlands Batch 2020 of Economic Education Study Program Academic Year of 2020/2021 is.

According to Fraenkel and Wallen (2006: 144), Instrument refers to the entire process of collecting data in a research investigation. Therefore, the research instrument was a task to determine the reference words from the reading texts about wetlands.

A research instrument should be valid in conducting the scientific research; moreover the test has to measure what it supposes to measure. Fraenkel and Wallen (2006: 148) stated that validity is the most important idea to consider when preparing an instrument for use. In this research, the researcher used content-related evidence to measure the validity of the researcher instrument. According to Fraenkel and Wallen (2006:162), validity of content evidence involves the instrument's content and what it is meant to be measuring. The instrument was said to have validity of content if the instrument is designed to measure a specific skill or the content of a particular course of study, and the questions given give a full measure of all aspects of what was being investigated. In short, validity

of content-related evidence is the degree to which the research instruments' items or contents can represent the domain of the research sample. The researcher must select an expert as the validator of the investigative instrument. The validator must test each point of the research instrument and change the points to the blueprint accordingly.

To some students, they were given a grammar test based on the text Wetlands to find out the reliability of the instrument. Therefore, this research intended to use a grammar test as the reliability testing. To some students, the grammar test was given to measuring their knowledge to maintain the sustainable of the instrument that used in this research.

The research are conducted at Lambung Mangkurat University, Teacher Training and Education Faculty, Economic Education Study Program. It is located exactly on Jalan Brigjen H. Hasan Basri No. 8, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan.

Fraenkel and Wallen (2006: 91) stated that population is the larger group to which one to apply the result. In this research the population was all of the students of Economic Education Study Program Batch 2020, which consisted of 61 students.

According to Fraenkel and Wallen (2006: 91) sample is the group of something on which information is obtained for the research. Therefore, in this research, the samples were the selected 30 students of Economic Education Study Program Batch 2020 who did the task of determining the reference words from the reading texts about wetlands.

DATA COLLECTION

The data collection in this research was processed online through simari.ac.id by asking the students to do the task that provided during the lecture after given permission by the lecturer. The tasks that were given are a text that should be read by the students and they found the related reference in the text.

Data Analysis

The data analysis are conducted by several ways below:

1. First, the researcher determined the correct answer of the samples in determining reference words..
2. Next, the researcher measured the ability of the student in finding the appropriate references using the text about wetlands by calculating the percentage of how many appropriate references found by each individual student in the wetland text by using formula:

$$P = \frac{F}{N} \times 100$$

Which stands for:

P : The percentage of appropriate reference of an individual student

F : How many references found by the student

N : Actual reference for the text used

3. Finally, after the researcher calculated the data later, then the researcher used the result from the calculation data to be described clearly for the findings of the research.

RESULT AND DISCUSSION

1. The Description of Research Subjects

The subjects of this research were the students of Economic Education Study Program Batch 2020 who did the task of determining the reference words from the reading texts about wetlands. Among the 61 students, there are 30 of them were taken by the researcher using random sampling techniques.

2. Students Correct Determination of Reference Words

2.1 Referential and Attributive Use

The concept of referential and attributive use in referring something reflected the use of indefinite article such as “a” and “an” in a sentence that refer to whoever/whatever fits the description or where the referent is a specific person. Below were the examples of students’ correct determination of referential and attributive use in referring words of Wetlands text.

Table 2.1 Students’ Correct Determination of Reference Words: Referential and Attributive Use

Types of Reference Word	Sample No.	The Sentence
Referential and Attributive Use	01	The destruction of wetlands is a concern because they are some of the most productive habitats on the planet.
Referential and Attributive Use	02	Indonesia being a home to some of the world’s largest peatland areas.
Referential and Attributive Use	03	Manggroves provide a natural barrier for coastal communities and whole ecosystem from storm surge, flooding and erosion.
Referential and Attributive Use	04	A wetland is a place where the land is covered by water either salt, fresh or somewhere in between.
Referential and Attributive Use	05	An example of this commitment is Presidential Instruction No2/2007, which states that 80% of the former Mega Rice area should be restored and conserved.

Based on the table 4.1 above, some students gave a correct answer related to the reference words: referential and attributive use in the text about Wetlands. The sentence “The destruction of wetlands is **a concern** because they are some of the most productive habitats on the planet.” provided correct determination according to the concept of referential and attributive use. “a concern” use the definite article a to connect the referent “the destruction of wetlands” that have explained in the sentence. Moreover, as we can see on the sentence “Indonesia being **a home** to some of the world’s largest peatland areas.” it was obvious that “a home” related to the subject “Indonesia in the previous sentence then it also provided a correct determination with the concept of referential and attributive use for reference word. Also, in the sentence “Manggroves provide **a natural barrier** for coastal communities and whole ecosystem from storm surge, flooding and erosion.” The “a natural barrier” showed an indirect referent to “Manggroves” in the sentence and for the sentence “A wetland is **a place** where the land is covered by water either salt, fresh or somewhere in between.” was also obvious that “a place” directly infer to the “wetlands” in the sentence. Last for the sentence “**An example** of this commitment is Presidential Instruction No2/2007, which states that 80% of the

former Mega Rice area should be restored and conserved.” provided unspecific referent, moreover as shown in the sentence “an example” was actually one of the commitment of the presidential instruction that have been achieved in the text about Wetlands, therefore even the referent was not that specific but actually we could still infer the referent in the sentence and it was also a correct determination of the concept referential and attributive use in the reference words.

2.2 Name and Referent

The concept of name and referent in referring something appeared to be a pragmatic connection between proper names and object that will be conventionally associated, within a socio culturally definite community, with those names. Moreover, using a proper name referentially to identify any such object invites the listener to make the expected inference. Below were the example of students’ correct determination of reference words in coordination with name and referent in the text about Wetlands.

Table 2.2 Students’ Correct Determination of Reference Words: Name and Referent

Types of Reference Word	Sample No.	The Sentence
Name and Referent	017	WWF, government and other organizations have pursued efforts to converse and protect wetlands for more than 40 years through Ramsar Convention , the only international treaty devoted to a single ecosystem type.
Name and Referent	016	There are many scientist who try to carry out tropical wetland initiatives for climate adaption and mitigation in Indonesia named TWINCAM
Name and Referent	021	Both project areas (Sebangau and Mawas) are recognized as being important reserves of biodiversity,

Based on the table 4.2 above there were some students that provided correct determination of the concept name and referent for the reference words. As shown in the sentence “WWF, government and other organizations have pursued efforts to converse and protect wetlands for more than 40 years through **Ramsar Convention**, the only international treaty devoted to a single ecosystem type.” the Ramsar Convention was the name that associated with referent International treaty that have pursued by the WWF, government and other organization. This was connected to the concept name and referent because the Ramsar Convention in literal meaning could mean something that maybe Ramsar have found, but actually it is a treaty that actually pursued by some organization in the world to protect the wetlands. Moreover, on the sentence “There are many **scientist** who try to carry out tropical wetland initiatives for climate adaption and mitigation in Indonesia named TWINCAM” provided more obvious terms of name and referent because as shown in the sentence “Twincam” was actually a name for scientist who interested on the wetlands. For the last, in the sentence “Both **project areas** (Sebangau and Mawas) are recognized as being important reserves of biodiversity,” the “project areas” was associated with the Sebangau and Mawas, therefore it reflected the concept of name and referent in context of reference words.

2.3 Significance of Co-text

The concept of the significance of co-text in referring words is the part of accompanying or support the referring expression; moreover the function of co-text itself was to make the referent more specific. Therefore during the communication, complex sentences are used to provide enough elaboration as needed by the speaker. Below were the examples of students' correct determination of reference words: significance of co-text in the text about Wetlands.

Table 2.3 Students' Correct Determination of Reference Words: Significance of Co-text

Types of Reference Word	Sample No.	The Sentence
Significance of Co-text	025	Wetlands are areas where water covers the soil, or is present either at or near the surface of the soil all the year or for varying periods of time during the year, including during the growing season.
Significance of Co-text	024	A swamp is any wetland dominated by woody plants.
Significance of Co-text	021	The IPCC is the united nations body for assessing the science related to the climate change.

As shown above on the table 4.3 there were some example of students' correct determination of reference word in context of significance of co-text. Referent in the text should have a sentence or more to provide specific explanation to a specific referent, therefore on the sentence "**Wetlands** are areas where water covers the soil, or is present either at or near the surface of the soil all the year or for varying periods of time during the year, including during the growing season." was pretty obvious that the referent "wetlands" associated with the "areas where water cover the soil..." and made it obvious reason that the co-text "areas where water cover the soil..." reflected the wetlands itself as the exact referent in the sentence and clearly stated there. Moreover, on the sentence "**A swamp** is any wetland dominated by woody plants." also provide the literal concept of significance of the co-text that "any wetland dominated by woody plants." was associated with the referent "swamp" in the sentence. Then, the sentence "**The IPCC** is the united nations body for assessing the science related to the climate change." also clearly stated that the IPCC was a referent that connected with the sentence after it.

2.4 Anaphoric Reference

The concept of anaphoric reference itself was a linguistic material helping us to depict what the reference is actually referring to. Moreover, anaphoric reference categorized a word in a text referred back to the other ideas in the text for its meaning and occurred when a word or phrase refers to something mentioned earlier in the discourse. Below were the examples of students' correct determination of anaphoric reference in the text about Wetlands.

Table 4.4 Students' Correct Determination of Reference Words: Anaphoric Reference

Types of Reference Word	Sample No.	The Sentence
Anaphoric Reference	010	Some are freshwater marshes, others are brackish (somewhat salty), and still others are saline (salty), but they are all influenced by the motion of ocean tides.
Anaphoric Reference	09	Due to their high levels of nutrients freshwater marshes are one of the most productive ecosystems on earth.
Anaphoric Reference	05	Forested swamps are found throughout the United States. They are often inundated with flood water from nearby rivers and streams.
Anaphoric Reference	03	We are also investing heavily in our work to conserve any remaining peat swamp forests, including those in the Sebangau National Park (work which is lead by wwf) and the Mawas are (work lead by BOSF)

The table above show the students’ correct determination of reference words in the context of anaphoric reference. As shown from the example “Some are freshwater marshes, others are brackish (somewhat salty), and still **others** are saline (salty), but **they** are all influenced by the motion of ocean tides.” the reference “others” and “they” associated with the referent “freshwater brackish”. Both of the references indicated the anaphoric reference and it was clearly stated in the discourse. Also, the other example “Due to **their** high levels of nutrients freshwater marshes are one of the most productive ecosystems on earth”, in this sentence it was obvious that the use of “their” as a pronoun from a referent indicated the concept of anaphoric reference. It was different from the first example that the referent already explained before the use of pronoun, but here the referent explained after the pronoun, but it still catch the concept of anaphoric. Moreover, the other sentence “Forested swamps are found throughout the United States. **They** are often inundated with flood water from nearby rivers and streams” pretty obvious the use of anaphoric reference here. As reflected on the sentence “they” have a connection with the referent “forested swamps”. At last for the example “**We** are also investing heavily in **our** work to conserve any remaining peat swamp forests, including those in the Sebangau National Park (work which is lead by wwf) and the Mawas are (work lead by BOSF)” was different from the other example because the referent of “we” and “our” was not directly stated on the discourse, but indirectly concluded by the readers as they read the Wetlands text to the end.

3. Students’ Ability in Determining Correct Reference Words

The students’ ability in determining correct reference word are obtained by using the calculation from students’ total score for their correct determination of the reference words in the text Wetland also the calculation for each of their ability in the specific context of reference words: (1) Referential and attributive use, (2) Name and Referent, (3) Significant of Co-text and (4) Anaphoric Reference. The students’ ability qualifications were divided into: excellent, very good, good, average, low, and very low as shown on the table below:

Table 4.4 The Students’ Total Score in Determining Correct Reference Words in Wetland Text

Students’ Score	Frequency	Percentage	Qualifications
90.00 - 100	0	0	Excellent
80.00 – 89.99	0	0	Very Good
70.00. 79.99	0	0	Good
60.00 – 69.99	0	0	Average
50.00 – 59.99	0	0	Low
0 – 49.99	30	100%	Very Low
Total	30	100%	

As shown on the table above, there were no students that obtained excellent, very good, good, average and low. Moreover, all of students achieved very low score in determining correct reference. Therefore, all of the students have very low ability in determining correct reference words in the Wetland text.

3.1 The Students’ Ability in Determining Correct Reference Words: Referential and Attributive use.

In the text wetland there were 28 items that are associated with the concept of referential and attributive use for the reference words. The detail of students' ability for the referential and attributive use in the text Wetland is described on the following table:

Table 4.5 The Students' Ability in Determining Correct Referential and Attributive Use

Students' Score	Frequency	Percentage	Qualifications
90.00 - 100	0	0	Excellent
80.00 – 89.99	0	0	Very Good
70.00. 79.99	0	0	Good
60.00 – 69.99	0	0	Average
50.00 – 59.99	2	7%	Low
0 – 49.99	28	93%	Very Low
Total	30	100%	

From the table above it was clearly stated that, no student achieved average, good, very good and excellent for determining the referential and attributive use in the context of reference word for the text Wetlands. Moreover, there were only 2 students that achieved low score qualifications for the ability and 28 students achieved very low score qualifications. Therefore, the students' ability in determining correct reference words for referential and attributive use in the text Wetlands was considered as mostly very low ability.

3.2 The Students' Ability in Determining Correct Reference Words: Name and Referent

In the text wetland there were 10 items that associated with the concept of name and referent for the reference words. The detail of students' ability for the name and referent in the text Wetland is described on the following table:

Table 4.5 The Students' Ability in Determining Correct Name and Referent

Students' Score	Frequency	Percentage	Qualifications
90.00 - 100	0	0	Excellent
80.00 – 89.99	0	0	Very Good
70.00. 79.99	0	0	Good
60.00 – 69.99	0	0	Average
50.00 – 59.99	1	3%	Low
0 – 49.99	29	97%	Very Low
Total	30	100%	

From the table above it was clearly stated that, no student achieved average, good, very good and excellent for determining the concept name and referent of reference word for the text Wetlands. Moreover, there were only 1 student that achieved low score qualifications for the ability and most students achieved very low score qualifications. Therefore, the students' ability in determining correct reference words for name and referent in the text Wetlands was considered as mostly very low ability.

3.3. The Students' Ability in Determining Correct Reference Words: Significant of Co-text

In the text wetland there were 12 items that associated with the concept of significant of co-text for the reference words. The detail of students' ability for the significant of co-text in the text Wetland is described on the following table:

Table 4.5 The Students' Ability in Determining Correct Significant of Co-text

Students' Score	Frequency	Percentage	Qualifications
90.00 - 100	0	0	Excellent
80.00 – 89.99	0	0	Very Good
70.00. 79.99	0	0	Good

60.00 – 69.99	0	0	Average
50.00 – 59.99	0	0	Low
0 – 49.99	30	100%	Very Low
Total	30	100%	

From the table above it was clearly stated that, no student achieved low, average, good, very good and excellent for determining the referential and attributive use in the context of reference word for the text Wetlands. Moreover, all of the students achieved very low score qualifications. Therefore, the students’ ability in determining correct reference words for referential and attributive use in the text Wetlands was considered as very low ability.

3.4 The Students’ Ability in Determining Correct Reference Words: Anaphoric Reference

In the text wetland there were 26 items that associated with the concept of anaphoric reference for the reference words. The detail of students’ ability for the anaphoric reference in the text Wetland is described on the following table:

Table 4.5 The Students’ Ability in Determining Correct Anaphoric Reference

Students’ Score	Frequency	Percentage	Qualifications
90.00 - 100	0	0	Excellent
80.00 – 89.99	0	0	Very Good
70.00. 79.99	0	0	Good
60.00 – 69.99	0	0	Average
50.00 – 59.99	0	0	Low
0 – 49.99	30	100%	Very Low
Total	30	100%	

From the table above it was clearly stated that, no student achieved low, average, good, very good and excellent for determining the anaphoric reference in the context of reference word for the text Wetlands. Moreover, all of the students achieved very low score qualifications. Therefore, the students’ ability in determining correct reference words for referential and attributive use in the text Wetlands was considered as very low ability.

DISCUSSION

As shown on the findings, it can be concluded that the result of economic students’ batch 2020 correct determination of reference words in the text Wetland considered as a very low ability. It was proven by the statistic data of the score that obtained by the all of 30 sample students by the frequency of 100% failure on the test about the reference words in the text Wetlands. Based on the data found, there were only 7% students achieved low score qualifications for the referential and attributive use in the text about Wetlands and 3% students achieved low score qualifications for the name and referent type of reference words in the text about Wetlands, also no students achieved average until excellent score qualifications for the four types of reference words.

Meanwhile, based on the calculation of data found, students most likely have a less answer for the type significant of co-text and also name and referent. The students’ seemed not so familiar with these two types of reference words because by the data the score for these two types have a range score from 8.33 to 41.66. It was in line with Fakhrrudin (2018) who stated that we can use words, phrase, name and even sentence to refer, but co-text will determine that the meaning is appropriately caught by the listener and found under the scope of reference and inference referential and attributive

use are explored and so as anaphoric reference as feature. This topic is essential in English Pragmatics and became fascinating issue to be discussed among linguists. Therefore, there are some important rules in learning references word that affected the reading comprehension thoroughly.

Moreover, in the data found, student often have problems in associating the referent with its referent in context of anaphoric reference by the text about Wetlands. Based on the data, only 3% students achieved a low score qualifications as the highest score for the ability for type of anaphoric reference. Also, they achieved low score because they were less precise when they associated the referent and its pronoun and proved the Chen and Dai (2003) statement in their study that revealed many Taiwanese students still had great difficulty in comprehending referential words especially anaphoric reference in connection with relative pronouns. As shown by studies conducted so far, cohesive devices are crucial in the reading comprehension process. It helps students to create a coherent mental picture of the textual information.

There was also another study by Pritchard and Nasr (2004) found that the ability to comprehend reference words is one of the most important reading skills needed by college students. Therefore, the students of economic batch 2020 need to improve their ability in determining reference words in order to comprehend the English text to assure their great capability in English.

Briefly, the overall ability of the Economic students' batch 2020 in this research was considered as a very low ability in determining correct reference words in the text about Wetlands. The students mostly understand the text but confuse in determining the referent for each type of reference words. Most of students were sure about the type of referential and attributive use that proven most of them answer it appropriately even though they could not find all of the referent and its pronoun in the text about Wetlands. Moreover, significant of co-text and name and referent seemed to be the most low-ability type of reference words to be comprehended and most likely students did not get the explanation for both of the types. Also, along with the referential and attributive use type of reference words, the anaphoric reference was the other favorite answer from all of the students in the text about Wetlands because how this type connects with the use of pronouns, but still they were confuse about the determination of the appropriate referent and the relative pronouns.

CONCLUSION

The most mastered type of reference words by the Economic students' was the referential and attributive use and the anaphoric reference that proven by students who achieved the score above 50 by the frequency 7% and 3% for each of the types and still need to be improved. Moreover, the most difficult type of reference words to mastered by the data were significant of co-text and name and referent that proven by the low score below 50 by the frequency 100%.

Based on the findings found in this research, the researcher concluded the ability of Economic students' batch 2020 at Lambung Mangkurat University in determining correct reference words in the text about Wetlands was considered as a very low ability.

REFERENCES

-
- Brown, H. D. (2004). *Teaching by Principles*. New York: Longman.
- Chan, Jason C.K & McDermott, Kathleen. (2006). *Remembering Pragmatic Inference*. Applied Cognitive Psychology 20: 633-639. DOI: 10.1002/acp.1215
- Chen, S. Z., & Dai, H. T. (2003). *An analysis toward Taiwanese students' cohesive ties in reading comprehension*. Proceedings of the 20th International English teaching and learning (pp. 235-258). Taiwan.
- Cropley, A. J. (2019, 2nd updated, revised, and enlarged edition). *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Riga, Latvia: Zinātne. (open access – doi: 10.13140/RG.2.1.3095.6888)
- Dean, G. (2013). *Teaching Reading in the Secondary Schools, 2nd ed.* London: David Fulton.
- Fraenkel, Jack, & Wallen, Norman. (2006). *How to Design and Evaluate Research in Education, Sixth Edition*. New York: The MC Graw-Hill Companies, Inc.
- McLeod, Saul. (2018). Questionnaire: Definition, Examples, Design and Types. <https://www.simplypsychology.org/questionnaires.html>
- Ansori, Muhammad & Nafi'. Nahar Nurun. (2018). *English Teachers' Perceived Benefits and Challenges of Flipped Classroom Implementation*. JEELS, Vol. 05, No.2.
- Pritchard, R. & Nasr, A. (2004). Improving reading performance among Egyptian Engineering Students. Journal of English for Specific Purposes. v23 i4. 425-445.