ABSTRACT: This study aims at figuring out the reading strategies employed by eleventh graders of senior high school while reading an English text. Two methods were used for collecting the data, namely self-reported questionnaire and interview. The results of questionnaires demonstrate that 5 strategies were used during pre-reading, 20 during whilst-reading, and another 5 during post-reading. The most frequently used strategy were skimming the text to catch the gist during pre-reading, looking up dictionary to find out the meaning of important words during whilst-reading, and re-reading the text to remedy comprehension failures during post-reading. Based on the conclusion, some recommendations are suggested, and one of them is for the teachers to make the reading strategies a practice in English classes.

Keywords: reading strategies, pre-reading, whilst-reading, post-reading, English texts

Reading is the most important skill in learning EFL. Reading is not only a source of information and a pleasure activity but it is also a means of consolidating and extending one’s knowledge of the language (Iftanti, 2010). In fact, almost all of learning resources are printed in English, so in order to meet the demand of studies or works, people should be able to access those materials. Indonesian government through BSNP (National Education Standard Foundation) has highlighted the significance of learning EFL by establishing some criteria of literacy competences for each educational level. Referring to that legal basis, senior high school students are required to accomplish informational literacy competence in which they have to be able to communicate with English through oral and written sources to access knowledge and information. However, without having the ability to read, people will not capable to grasp the meaning of written materials well.

Many people around the world, especially in non English-speaking countries, struggle very hard to read materials written in English to meet the demand of their work or studies. EFL learners, unexceptionally, need to read to help their language acquisition. Harmer (2007:99) points out the significance of reading in a way that it helps promoting other language skills and components.

Additionally, reading activities sequence from learning to read then gradually develop to reading to learn. According to William (1998) as quoted by Cahyono & Widiati (2011: 49), reading, as one of the four language skills, can be categorized into two types: initial reading and reading comprehension. The former is an effort made by those who have not been able to read to learn reading while the latter is defined as an activity intended to understand the messages in particular texts. In Indonesia, the teaching of reading can be generally included into the teaching of reading comprehension, as it is reflected in the criteria of competency standard. It says that senior high school students are expected to
understand the meaning of discourse of interpersonal and transactional written text, formally or informally, in the form of various text types in the context of daily life.

Although reading seems to be a universal skill, understanding a text does not appear to be easy. In facts, most of senior high school students still have poor command in reading, which results on their failures on classroom activities as well as tests. As for broader range of impact, students cannot access any materials written in English available in their environment. This may become a hindrance for their studies and works in the future. Therefore, in order to grasp the sense presented in written symbol, it is essential to understand the process of reading and factors influencing the product of this activity properly (Grabe: 1991, in Sutiono: 2010). One of the factors affecting the success of comprehending the message in texts is the reading strategies.

Suharmanto (2000:12) suggests that reading strategies are the unifying factors that bridge the three important factors to activate the language skill: linguistic knowledge, content background knowledge, and text structure knowledge to achieve successful reading comprehension. He emphasizes on the significance of reading strategies which enable the readers to assemble their knowledge in order to comprehend the texts while Grabe (2009) highlights the importance of a reader to be aware of his or her reading purposes as well as be able to select the strategies which enable them to meet the goals they have set.

A number of reading strategies have been suggested, but this study focuses on the reading strategies suggested by Ozek & Civelek (2006). They categorize reading strategies into three phases of a reading lesson, namely pre-reading, whilst-reading, and post-reading. Overall, there are twenty five strategies; five are distributed into on pre-reading phase, fifteen on whilst reading phase, and another five on post-reading phase.

Based on the above-mentioned information, this study tries to find out the answers of this research problem:

“What reading strategies do the eleventh graders of senior high school employ when they are reading an English text?”

This research problem is then elaborated into three sub problems.

1. What reading strategies are employed by eleventh graders of SMAN 8 Malang during pre-reading phase?
2. What reading strategies are employed by eleventh graders of SMAN 8 Malang during whilst-reading phase?
3. What reading strategies are employed by eleventh graders of SMAN 8 Malang during post-reading phase?

METHOD

This study was descriptive qualitative. A total of 35 students of class of XI IPS 2 at SMAN 8 Malang participated in this study. This class was chosen as the subject because it was the available class of all eleventh grades in SMAN 8 Malang when this study was conducted. According to the vice headmaster, there is no significant differences of capability among any classes, so the heterogeneity issue was not a problem.

The data in this study were taken from three instruments through the following steps. First, a hortatory exposition text entitled “Endangered Species”
(360 words) was given to the students to help them reveal their strategies while reading and provide illustrations when asked during interview. The text was equipped with exercises to check students’ understanding.

Second, a Likert-Type questionnaire (adopted from Ozek & Civelek, 2006) consisting of 25 items was given to the students to complete. The questionnaire was in Bahasa Indonesia and categorized into three phases of reading activity: pre-reading phase (5 items); whilst-reading phase (15 items); and post-reading phase (5 items) was used to reveal the students’ reading strategies. The frequency scale ranges from 1 to 5, indicating the frequency of reading strategies which were categorized into always (1), usually (2), sometimes (3), rarely (4), and never (5). The frequency of occurrences of each reading strategy was analyzed and categorized. This was done by counting the frequency level of each reading strategy.

Third, an interview was conducted with ten randomly picked students to clarify the students’ completed questionnaire. In order to avoid disruption to the learning activity scheduled by the school, the students were interviewed during breaks. The results of interview were then compared with the questionnaires and analyzed in correspondence with existing theories and recent research findings.

FINDINGS

The results of questionnaires completed by the students show that they apparently used most of the reading strategies when reading an English text but with different frequencies. The detailed elaborations about the reading strategies employed by eleventh graders are presented on the following sections. When reported, the frequency of “always” and “usually” as well as “sometimes” and “rarely” are combined with consideration that the pairs can indicate the contrast between the high and low frequency.

Pre-Reading Phase

Pre-reading strategies are mainly related to activating background knowledge on the text’s topic to help understanding the text. The results of questionnaire analysis are displayed on Table 1.

Table 1 Reading Strategies during Pre-Reading Phase

<table>
<thead>
<tr>
<th>No.</th>
<th>Strategy</th>
<th>Always (%)</th>
<th>Usually (%)</th>
<th>Sometimes (%)</th>
<th>Rarely (%)</th>
<th>Never (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading the title and anticipating the text content</td>
<td>34.29</td>
<td>25.71</td>
<td>37.14</td>
<td>-</td>
<td>2.86</td>
</tr>
<tr>
<td>2</td>
<td>Looking at illustration/pictures and trying to guess its relationship with the text</td>
<td>40</td>
<td>37.14</td>
<td>14.29</td>
<td>5.71</td>
<td>2.86</td>
</tr>
<tr>
<td>3</td>
<td>Skimming the text to catch the gist</td>
<td>20</td>
<td>48.57</td>
<td>25.71</td>
<td>2.86</td>
<td>2.86</td>
</tr>
<tr>
<td>4</td>
<td>Reading the first sentence of every paragraph to understand the general idea of the text</td>
<td>14.29</td>
<td>37.14</td>
<td>28.57</td>
<td>14.29</td>
<td>5.71</td>
</tr>
<tr>
<td>5</td>
<td>Considering background knowledge on the topic of the text</td>
<td>5.71</td>
<td>20</td>
<td>42.86</td>
<td>25.71</td>
<td>5.71</td>
</tr>
</tbody>
</table>

As seen in the table, more than 90% of the students claimed that they used every reading strategy during this phase. Among five strategies, skimming the text
to catch the gist became the most frequently used strategy with percentage of “always” and “usually” responses is as much as 68.571%, followed by relating the illustration to the text content with total frequency of 77.14%. However, these results do not correspond with the ones in the interview. During the interview, nine out of ten subjects claimed that they generally looked at the title and picture to guess what the text might be about, but only six students chose skimming the text to get the gist.

Also demonstrated in the table, considering background knowledge on the topic of the text took the least employed strategy with the percentage of “sometimes” and “rarely” as much as 42.86% and 25.71%, but it was not parallel with the responses in the interview. Conversely, eight of ten respondents admitted that they recalled their knowledge that they gained from television programs, newspaper, and books on the text’s topic during the interview. Subject 6 illustrated this strategy by recalling her experience watching a news program about rare animals that were put in a zoo with protection purposes but ended up dying because they could not survive in their new habitat.

**Whilst-Reading Phase**

Table 2 shows the data on the use of reading strategies during whilst-reading phase. This section covers the actions done by the students when they were in the process of reading the English text.

**Table 2 Reading Strategies during Whilst-Reading Phase**

<table>
<thead>
<tr>
<th>No.</th>
<th>Strategy</th>
<th>Always (%)</th>
<th>Usually (%)</th>
<th>Sometimes (%)</th>
<th>Rarely (%)</th>
<th>Never (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Reading without checking up every unfamiliar word in the dictionary</td>
<td>2.86</td>
<td>8.57</td>
<td>45.71</td>
<td>25.71</td>
<td>5.71</td>
</tr>
<tr>
<td>7</td>
<td>Looking up the dictionary to find out the meaning of important words</td>
<td>40</td>
<td>34.29</td>
<td>20</td>
<td>2.86</td>
<td>2.86</td>
</tr>
<tr>
<td>8</td>
<td>Guessing the meaning of a word from the context</td>
<td>17.14</td>
<td>42.86</td>
<td>34.29</td>
<td>5.71</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Guessing the meaning of a word from the grammatical category</td>
<td>14.29</td>
<td>37.14</td>
<td>34.29</td>
<td>11.43</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Remembering a new word by thinking of a situation in which the word can possibly be used</td>
<td>8.57</td>
<td>31.43</td>
<td>45.71</td>
<td>11.43</td>
<td>2.86</td>
</tr>
<tr>
<td>11</td>
<td>Skipping some of the unfamiliar words</td>
<td>8.57</td>
<td>45.71</td>
<td>25.71</td>
<td>17.14</td>
<td>2.86</td>
</tr>
<tr>
<td>12</td>
<td>Rereading a sentence</td>
<td>22.86</td>
<td>37.14</td>
<td>28.37</td>
<td>8.57</td>
<td>2.86</td>
</tr>
<tr>
<td>13</td>
<td>Figuring out the meaning of a sentence by considering the meaning of other sentences before and after it</td>
<td>37.14</td>
<td>37.14</td>
<td>22.86</td>
<td>-</td>
<td>2.86</td>
</tr>
<tr>
<td>14</td>
<td>Reading without translating every word</td>
<td>2.86</td>
<td>17.14</td>
<td>28.37</td>
<td>37.14</td>
<td>14.29</td>
</tr>
<tr>
<td>15</td>
<td>Visualizing events presented on the text in mind</td>
<td>14.29</td>
<td>17.4</td>
<td>45.71</td>
<td>14.29</td>
<td>14.25</td>
</tr>
<tr>
<td>16</td>
<td>Thinking aloud during reading to understand the meaning</td>
<td>2.86</td>
<td>-</td>
<td>14.29</td>
<td>22.86</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>Paying attention towards or phrases that show the text organization</td>
<td>2.86</td>
<td>28.37</td>
<td>42.86</td>
<td>22.86</td>
<td>2.86</td>
</tr>
<tr>
<td>18</td>
<td>Noting down on the important ideas of the text</td>
<td>11.43</td>
<td>14.29</td>
<td>34.29</td>
<td>28.37</td>
<td>11.43</td>
</tr>
</tbody>
</table>
There were twenty strategies employed by the students on this reading phases. However, the most frequently used one was *look up the dictionary to find out the meaning of important words* with total of “always” and “often” frequency reached 74.29%. This was supported by the responses during interview, explaining that most students always relied on the dictionary to help them figure out the meaning of unknown words.

As for the least used strategy, the position was taken by *thinking aloud during reading to understand the meaning*, shown by the responses of “never” frequency that hit 60%. On the contrary, the results of interview demonstrate that most subjects considered this strategy fruitful. In total six out of ten subjects confirmed that thinking aloud was their customary habit during reading.

In support with that argument, Subject 2 stated that she usually weighed against any possible meanings of a text. Unlike Subject 2, Subject 4 tended to go through questioning herself, such as asking to which ideas a particular sentence was related while Subject 10 would try retelling the information obtained from the text in *Bahasa Indonesia* or Javanese to check her understanding by mumbling the things they were thinking of during reading.

In short, it can be concluded that most of the reading strategies proposed in the questionnaire were actually used by the students. After being clarified in the interview, the strategy that were not commonly employed were guessing the meaning of a word by its grammatical category and paying attention to words or phrases that show the text organization.

**Post-Reading Phase**

This section of questionnaire was designed to reveal what reading strategies the students use during post-reading phase. Overall, there are five items covered in this part, of which results of questionnaires are shown in Table 3.

### Table 3 Reading Strategies during Post-reading Phase

<table>
<thead>
<tr>
<th>No.</th>
<th>Strategy</th>
<th>Always (%)</th>
<th>Usually (%)</th>
<th>Sometimes (%)</th>
<th>Rarely (%)</th>
<th>Never (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Grouping the words according to their meanings</td>
<td>5.71</td>
<td>11.43</td>
<td>31.43</td>
<td>45.71</td>
<td>5.71</td>
</tr>
<tr>
<td>22</td>
<td>Grouping the words according to their grammatical categories</td>
<td>8.57</td>
<td>8.57</td>
<td>31.43</td>
<td>45.71</td>
<td>5.71</td>
</tr>
<tr>
<td>23</td>
<td>Summarizing the main ideas of the text</td>
<td>14.29</td>
<td>20</td>
<td>31.43</td>
<td>28.37</td>
<td>5.71</td>
</tr>
<tr>
<td>24</td>
<td>Rereading the text to complete comprehension failures</td>
<td>17.14</td>
<td>40</td>
<td>34.29</td>
<td>2.86</td>
<td>2.86</td>
</tr>
<tr>
<td>25</td>
<td>Rereading the text to remember the important information</td>
<td>22.86</td>
<td>34.29</td>
<td>37.14</td>
<td>5.71</td>
<td>-</td>
</tr>
</tbody>
</table>
From the questionnaires, it was discovered that the students used every reading strategy in this reading phase. The data demonstrate that 57.15% of the subjects “always” and “usually” re-read the text to remember the important information, and thus makes it the most frequently employed strategy was during this reading phase. The least frequently employed strategy, meanwhile, was classifying the words according to both their meanings and grammatical category, with total frequency of “sometimes”, “rarely”, and “never” was as much as 77.14%.

For previously mentioned strategies, nonetheless, the results of interview were not parallel with the ones from the interview. When questioned about re-reading a text during interview, more than half of the total respondents admitted that they re-read the text to remedy their comprehension failures, but they never did so to remember the important points from the text.

As for grouping words, only one subject (Subject 10) said that she would classify the words based on their meaning whereas another subject (Subject 4) stated that she would group the words alphabetically. None of the subjects responded classifying the words based on its grammatical category.

DISCUSSION

Reading Strategies during Pre-Reading phase

First two strategies in this phase of reading are related to using title and picture to anticipate the text content. Some inconsistency between the results of questionnaire and interview were spotted because in fact, most students usually only used either the title or the picture to guess what the text might be about, and a student was even observed ignoring both title and illustration but directly reading the text. Even so, the students responded similarly when asked about what they were thinking of upon seeing the title or the picture, which was its correlation with the text. It somehow indicated that actually the students were aware of the importance of this strategy. In fact, relating pictures/illustrations to the text content is considered essential, for it allows the readers to get some ideas about the text (Bezci, 1998:19 in Cizelek, 2006:15).

The next strategies are skimming the text to catch the gist and reading the first sentence of each paragraph to understand the general idea of the text. Again, the results of questionnaire and interview were different for the latter strategy. During the interview, only two students mentioned figuring out the main idea of the text from the first sentences of each paragraph, and most responses were about skimming through the text. It is true that skimming for the main ideas is fruitful since it benefits readers to predict the purpose of the passage, the main topic, or message, and possibly some of supporting ideas (Brown, 2007:368), but reading the first lines of each paragraph should also be put into mind. The first sentences are where the main ideas of paragraph are usually placed, so they present the outlines of the text. Upon getting to know them, readers will also get to understand the general idea of the text.

As for thinking of background knowledge on the topic of the text, although it was claimed to be the least employed strategy on the questionnaires, during the interview most students reported the other way around. As a matter of fact, according to Civelek (2006: 15), activating schemata before starting reading
is considered important. It is because schemata is one of three key elements of reading for making sense of what is written on the text and what is possessed by readers (Kaluger & Kolson, 1969:3-4). This is supported by Anderson’s argument, as cited by Civelek (2006:15), saying that it is critical for readers to relate their background knowledge to the text’s topic and anticipate the content to grasp the full understanding of the text.

In a nutshell, the students’ responses on those reading strategies correspond to the findings in Civelek’s study regardless their education level, in this case, senior high school students versus university students majoring English for education. Besides, it can be said that students tend to be reluctant to use this strategy effectively, of which reason, pointed by Civelek’s, could be that they do not want to spend their time doing those strategies but jump into reading the text directly instead.

**Reading Strategies during Whilst-Reading phase**

Beside during pre-reading phase, some inconsistencies were also seen in whilst-reading phase. The findings show that there is no significant irrelevancy between the results of questionnaires and interview for reading without checking up every unfamiliar word in the dictionary. It happened probably because most students looked up a dictionary only to find the words they thought were important; predicted the meaning after considering the other words in the context; or simply skipped some of the unfamiliar words whenever they meet a dead end. In other words, students tend to read without translating word-for-word.

However, a discrepancy was seen in two following strategies. During interview, when questioned how they understood a word without checking on a dictionary, no students mentioned guessing its meaning based from grammatical category. Responses were not positive either for remembering a new word by thinking of situation in which the word might fit since they mostly relied on memorizing it. Only two of ten students admitted that they would try using the new word in another sentence.

The possible reasons for the students to not use the foregoing two strategies could be either that they were lacking at employing the skills or simply unwilling to use them since they require much time and more attention. Even so, the students seemed to be quite skillful in outmaneuvering the word-meaning barrier through some other ways. This in line with Anderson’s argument as cited by Civelek (2006:17), suggesting that it is necessary to make use of dictionary in balanced way because important words need to be checked on and the rest which does not seem to impede comprehension should be skipped.

Besides, Brown (2007:369) suggests that readers need to guess when they are not certain. This strategy also applies to guess the meaning of a word. He further points out, “reading is, after all, a guessing game of sorts, and the sooner learners understand this game, the better off they are”. To make guessing successful, Brown proposes some techniques such as looking for prefixes that may give clues, looking for suffixes that may indicate the part of speech, looking for the familiar roots, grammatical context, as well as semantic context (topic).

In addition, some strategies purposely help readers in getting to know the meaning of sentences in whilst-reading phase. The results gathered from questionnaire were apparently parallel to which from interview in terms of re-reading a sentence to remedy comprehension failures, figuring out the meaning of
a sentence from context, and visualizing the events presented on the text on readers’ minds. An affinity can also be seen between the responses from questionnaires and interview in the employment of thinking aloud during reading, and taking notes of the important ideas of the text.

For thinking aloud to help understanding the text, the results of interview revealed that students mostly read a sentence or phrases repeatedly and/or tried to figure out how a certain ideas related to the others. Thinking aloud is a technique in which subjects solve a problem and verbalize their thinking processed as they do so. By doing this strategy, it is expected that students re-read a sentence, read ahead to clarify, and/or look for context clue to make sense of what they read, as well as slow down their reading as a tool of understanding monitor. ([http://www.hcschools.org/literacy/Resources/Think%20Alouds.pdf](http://www.hcschools.org/literacy/Resources/Think%20Alouds.pdf), retrieved on 2 April 2012).

As for paying attention to words or phrases that show the text’s organization, there was a contradiction between the findings from questionnaires and interview. None of the students seemed to have any idea about this strategy when interviewed. The words or phrases mentioned in this strategy may actually refer to transition signals, coordinating conjunctions, connectives, etc., which indicate how the writer organizes and structures his/her ideas, but when asked to give examples, most students pointed out the text title instead.

Recognizing certain words or phrases that demonstrate the text’s organization, in fact, is one of the aspects in text-structure awareness that is proven to be a powerful means for improving reading comprehension to recall of information stated by Grabe (2009:212) in his book. He also explains that “Many studies involving expository prose have shown that students who are knowledgeable about text structure and who make use of text-structure resources in their recalls and summaries have demonstrated better text comprehension and learning from the text.” The fact that students failed to list examples of those discussed words or phrases suggests that they either did not know about them or simply did not want to be concerned about them.

Another reading strategy, which is rarely used by the students, is writing down important points from the text. Both questionnaires and interview demonstrate that students were not used to employ this strategy when they read, and even if they were, they only made notes of new vocabularies they had just found. Students might not realize that taking notes, especially graphically, can create a significant combination of text-structure awareness, main idea recognition, and imagery. Graphic organizer is effective to assist readers recognizing text structure and highlighting the main concept and their correlations with supporting ideas of a passage. (Grabe, 2009:213)

The two final strategies in whilst-reading phase are anticipating what will come next based on the information already presented on the text and assimilating the text with background knowledge to remember important points. These two strategies are both related to making inference. As for former strategy, most students suggested that they tended to make a stop after finishing reading a paragraph to think about what it really meant as well as predict what the next paragraph would be about. For later strategy, students admitted that they used their background knowledge as basis to remember important information they got from the text. In order to do so, they would think of some correlations and
implications of a certain action stated in the text with the ones that occurred and/or existed in real life by seeing the facts from television programs, newspapers, magazine, as well as other media.

Although studies in the field of inferencing is considered few, there is a strong evidence that inferencing ability can greatly distinguish between poor readers and normal readers (Yuill & Oakhill, 1991 in Grabe, 2007:213). Establishing inferencing ability is not easy, as stated by Grabe (2007:213), since it mostly depends on how much of prior knowledge that is activated, vocabulary bank, text-structure awareness, the level of comprehension monitoring and the use of many other reading strategies. Thus, it can be concluded that a reader should possess the skills of reading to finally reach this point.

**Reading Strategies during Post-Reading phase**

During this phase of reading, students’ responses on questionnaires correspond with the ones in the interview. Generally, students mostly neither classified the words they found according to their meaning nor grammatical category. Summarizing the main ideas of the text also seemed to be off their interest, but they re-read the text to remedy their comprehension failures, not to remember the important points.

Some factors may hindered students from using those strategies, such as inability to use dictionary effectively so that they did not understand the meaning of some specific words, as well as inadequacy to tell the difference among word categories. Some other reasons could be that they simply did not want to spend more time grouping words, making summary of main ideas of the text, or reading all over the text for deeper understanding. Another reason could be due to limited time provided for reading, for most students read only when they are told to, more likely during tests.

Briefly, it is true that there are some strategies which were not employed effectively in all three reading phases, but it can also be said that students made good use at making guesses both in figuring out word and sentence meaning from context. It actually coincides with Bahman, Hayati, and Sheykiani’s findings (2009), which indicate that contextual guessing as a reading strategy would help readers, to great extent, comprehend the text. On their experiments (2009), students who received contextual guessing treatment revealed positive effect on their reading comprehensibility.

Aside from using top down processes as illustrated in contextual guessing, students were also observed to employ bottom-up processes as they periodically paid attention to words’ meaning by looking up dictionaries to check their understanding. In other words, students alternately switched between relying on their prior knowledge to make sense of meaning between lines and ideas as well as individual meaning of word units to reach full understanding. It is true because ones cannot solely hinge upon one certain way; rather they combine and make use of them considerably.

**CONCLUSIONS AND SUGGESTIONS**

Some strategies were not used effectively in the three reading phases. It is recommended for the teachers to introduce reading the first lines (or sentences) of each paragraph in pre-reading, reading without checking up every unknown word in dictionary, guessing the meaning of a word from its grammatical category,
thinking aloud during reading, and paying attention to certain words or phrases that indicate the text organization in whilst reading and grouping words as well as summarizing and re-reading to important points in post-reading. Teachers need to encourage the students to practice them regularly in classes to make students more familiar with them and able to use them effectively.

It is also necessary for teachers to teach word category, conjunctives, transition signals, coordinating conjunctions, etc. that show how the writer organizes his/her ideas, so the students will be able to make use of it in understanding a text. In addition, future researchers are suggested to identify the differences of reading strategies among high, average, and low achievers to figure out which strategy helps comprehension better. As for clarification method, Think-Aloud Protocol is proposed to be applied to clarify what reading strategies are really employed by the students.

REFERENCES


