

---

## INCREASING STUDENTS VOCABULARY THROUGH INDEPENDENT READING TO THE SEVENTH GRADE STUDENTS OF SMP N 3 LANGSA

Baihaqi<sup>1</sup>, Imran<sup>2</sup>, Muhammad Yakob<sup>3</sup>

<sup>1</sup>Departemen of English Education, Samudra University

<sup>3</sup>Departemen of Indonesian Education, Samudra University

<sup>1</sup>[baihaqi10@unsam.ac.id](mailto:baihaqi10@unsam.ac.id), <sup>2</sup>[Imran.ms1803@gmail.com](mailto:Imran.ms1803@gmail.com), <sup>3</sup>[muhammadyakob78@gmail.com](mailto:muhammadyakob78@gmail.com)

---

### ABSTRACT

This research has purpose to prove teaching vocabulary through independent reading increase students' interest in studying vocabulary, to know the advantages of learning vocabulary through independent reading and to find out and solved the problems that faced by the students in teaching vocabulary through independent reading. The populations of this research are the whole students of SMP Negeri 3 Langsa and as the samples of this study is one class of the seventh grade students of SMP Negeri 3 Langsa, which consist of 39 students. To get the relevant data, the researcher used library research and field research. The data in this study has analyzed by using Mean formula suggested by Anas Sudijono. From the calculation of the data showed that, the result of mean from pretest is 61 and mean from post test is 69, from the result it happened improvement about 8 point. From the result the researcher conclude teaching vocabulary through independent reading increase students' achievement in studying vocabulary.

Keywords: Students Vocabulary, Independent, SMP N 3 Langsa

### ABSTRAK

Penelitian ini memiliki tujuan untuk membuktikan pengajaran kosakata melalui pembacaan mandiri untuk meningkatkan minat siswa dalam mempelajari kosakata, untuk mengetahui kelebihan belajar kosakata melalui pembacaan mandiri dan untuk mencari tahu dan memecahkan masalah yang dihadapi oleh siswa dalam mengajar kosakata melalui pembacaan mandiri. Populasi penelitian ini adalah seluruh siswa SMP Negeri 3 Langsa dan sebagai sampel penelitian ini adalah satu kelas dari siswa kelas VII SMP Negeri 3 Langsa, yang terdiri dari 39 siswa. Untuk mendapatkan data yang relevan, peneliti menggunakan penelitian perpustakaan dan penelitian lapangan. Data dalam penelitian ini telah dianalisis dengan menggunakan rumus Mean yang disarankan oleh Anas Sudijono. Dari hasil perhitungan data menunjukkan bahwa, hasil mean dari pretest adalah 61 dan mean dari post test adalah 69, dari hasil itu terjadi peningkatan sekitar 8 poin. Dari hasil tersebut peneliti menyimpulkan bahwa pengajaran kosakata melalui pembacaan mandiri meningkatkan prestasi siswa dalam mempelajari kosakata.

Kata Kunci: Kosakata Siswa, Mandiri, SMP N 3 Langsa

---

*Author correspondence*

Email: [baihaqi10@unsam.ac.id](mailto:baihaqi10@unsam.ac.id)

Available online at <http://ejournalunsam.id/index.php/jsnbl/index>

---

## INTRODUCTION

Today English as the International Language in the world have many purposes and very useful in human interaction between people in one country and people in another country, one of the usefulness as International Language in the world, if we can speak English well it is of course make people possible to adjust them language in the world. English also has been used widely in education, business, economy and government, as example in education many a great of scientific books are written in English, therefore students hoped mastering English immediately

In our country Indonesia, English as adopted as a foreign language which is first learned at the Elementary School up to University level, its means most of students in Indonesia knowing English. In studying language, vocabulary is the most vital aspect that has to study, according to Heilenman (2008:43

gives statement "vocabulary must be easiest and simples of any language learning task" and as addition Heasley (2009:4) states: "vocabulary is total number of words which make up a language. Students can communicate in English if they have enough word."

From above statements we know vocabulary is a number of words in a language and should be easy to study by students, furthermore vocabulary also has important rule for students who want to communicate in English. Without having any vocabulary, it is difficult to transmit our ideas to someone. It is also difficult to understand the other people talking, beside that we cannot read everything that is written in English, so that our writing and listening are not in progress, because if our vocabularies are limited of course it can be a barrier in understanding and communicating in English.

Without a good domination in vocabulary has of course another skill will annoy because vocabulary is one of the basic components in studying the

four skills listening, speaking, reading, and writing. As state by Al-Khufaishi (2010:42): Vocabulary is one of the mayor problems in confronting EFL. Because their anemic vocabulary, they cannot communicate their ideas as clear as they would like to and they cannot grasp the ideas transmitted to them. They cannot read the column of a newspaper or popular magazine or even understand newscasts the radios are hampered by their limited of vocabulary.

The Statement clearly to us vocabulary is important aspect should be master by students early because this has strong relation with other skills, if student doesn't have enough vocabulary it can make they cannot communicate their ideas as they mean and also they cannot understand book which written in English.

Because of that we as people who work in education world should develop suitable technique to improve students ability in mastering vocabulary. The process of learning is easier if the students directly connected in the process, because it can increase their motivation, if students has highly motivation is undeniable the process of learning can be run well. In order to increase students' motivation, teacher should provide the topic that students like, teacher should guide students to directly involved to the teaching learning process.

To make students involved in the process of learning what technique should be applying by the teacher, Barnhart (2009:52) states "Independent reading is a term used in educational settings, where students are involved in choosing and reading material (fiction books, non-fiction, magazine, other media) for their independent consumption and enjoyment."

Based on above statement, independent reading can used as the technique to make students involved directly to the process of learning, because this technique gives students

freely option to choose what kind of topic and reading material they like. Related to the topic of this study is there has correlation between independent reading and students ability in mastering vocabulary. Baumann and Kameenui (2006:40) state "Independent reading leads to increased vocabulary development. One of the best-established relationships in the field of reading is the very significant relationship between vocabulary development and achievement in reading", so independent reading can improve students ability in mastering vocabulary and it has a significant connection in process of vocabulary development.

Based on the description above, the researcher decides to make a study entitled "Increasing Students Vocabulary through Independent Reading to the Seventh Grade Students of SMP N 3 Langsa 2009"

#### LITERATURE REVIEW

English has important uses and function, although it is not a second language (ESL). For Indonesian people; it still has a significant role to play. It occupies important uses in many fields, such as information, tourism, business and also education. It is an important school subject that has been taught to the students since they are in Junior high schools. In the information field, it is becoming the second major language of printed information after the Indonesian language. Most of Indonesia's scientific, commercial, economic and technological knowledge are written and published both in English and Indonesian language

This condition happened because our country is a developing country that needs a broad communication and corporation with other countries in order to build up itself. There are many ways that have been done by the government. One of them is by exporting and introducing our products to abroad. The products can be economical, commercial or technological products. In this

activity, Indonesia needs a means of communication that can be understood by other countries. English it the right answers for the need. Since is becoming the major international language of printed information in the world. Jack C. Richards (2007: 3) states "a great deal of the word's scientific, commercial, economic and technological knowledge is written and published in English, though the researchers may be Chinese, Swedes or Italians".

Since English has important uses and functions in our country. Many Indonesian people learn the language. They realize whether they like it or not they will need English someday. Since English has important uses and functions in our country.

Many Indonesian people learn the language. They realize whether they like it or not they will need English someday. Furthermore, they need it more in this era when the communication technology developed fast. The world has no limits and anything on it is getting global. These condition force people around the world to have knowledge of a language, in which the language is included into major language in the world and it is used broadly in many world life aspects. English is one of the languages that fulfill the requirements. In learning the language, Indonesian learners will be introduced to many English components; one of them that should be mastered first in their English learning process is vocabulary. As addition Sitters (2008:1-3) the things related to the introduction of shaping the things related to the introduction of shaping the vocabulary are as follows:

##### a. The role of dictionary

Learning language cannot be separated from the dictionary because the dictionary can give the explanation of words if students do not know about the meaning. In learning English the students must have a good dictionary or at least two dictionaries; those are an advanced

dictionary and a small one. The advanced one is better because it is more complete than the small one. The small dictionary usually only gives short definition and less explanation.

b. The students' memory

Saving vocabulary in a small notebook is an effective way to control the students' memory in remembering new vocabularies. It will be easy to be brought everywhere

c. The students' memory

Saving vocabulary in a small notebook is an effective way to control the students' memory in remembering new vocabularies. It will be easy to be brought everywhere. The students can write the vocabularies that they heard or found and open it again whenever they need. Besides the notebook, the students can use flash cards. They can write the foreign word on one side and the definition on another side of the card. Whenever they have spare time they can check or see the card and measure how many words they have remembered.

d. Educated guessing

In fact, the students will meet some difficult words, especially on reading comprehension. They find some words that they only know its meaning from the context or statement. They just guess even though sometimes they do not know the exact meaning or definition of these words. Thus, the students may not always finding the meaning of the dictionary every time they find the foreign words because by knowing the context they can find the meaning of those foreign words.

Vocabulary is also having strong correlation with reading such as those which tell by Weiner (2007: 13) says "to read well you need a strong vocabulary to build a strong vocabulary you need to

read well". From that statement the researcher conclude reading some materials of reading the reader could be found many vocabularies that related to the reading material, and as well as on the contrary side reading skill is one of the ways to get the vocabulary. To make clear Wiener (2007:21) argue that "reading and vocabulary are deeply connected, so as you improve your skill in one, you improve your skill in other". So vocabulary is very important in learning language. When people are learning to speak, listen, read, and write in one language vocabulary is needed. Is impossible to speak or do some communication if they do not understand the words used by speaker. As state by Brown (2010:125) If you are short on word, you may also be short ideas this will handicap you in school or college on the job or else, where, but if you know many words, you are likely to have wealth ideas, you are better able to understand what you read or hear, you are also better able to express yourself what you talk or write.

From above statement we agree that the students should have many words in order to understand easily what the other people says, what they read in written English passage, especially in order to develop students' vocabulary, teacher should create suitable learning activities. As example the conversation situation will get along if the students have many words to develop their ideas. The students should aquire many words every day if they don't want to leave behind in conversation.

As addition Allen (2007:42) describes: "experienced teachers of English know very well how important vocabulary, students must learn thousands of word that speakers and researchers of English use". And in line with Allen, Alkufaishi (2002:42) says: "there is a general agreement that the possession of a large number of vocabulary items is necessary to success social professional and intellectual life, it

is a vehicle for thought self expression, interpretation and communication". So, from both statements we can conclude students must learn thousand of words that speakers and researchers of English use. They must master the necessary words which are essential to their field of study. Students cannot be able to comprehend the reading text, write his essays, speak fluently and perfectly, and his translation does not run well if they have enough vocabulary, because vocabulary is relate to all human activity in communication.

In line with all statements above, the researcher defines vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, vocabulary can be used to refer to the kind of words that students must know to read increasingly demanding skills with comprehension.

In addition, vocabulary will not only be focused on learning process which leads to improve the students' mastery of language. Furthermore, Vocabulary will let them know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language. Vocabulary is the fundamental part of language, which is used in any situation either; it is in the form of spoken or written language. Review at the discussions above, she conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally.

Broadly speaking, Finocchiaro (2004: 73-74) says that there are several premises and comments related to the teaching of vocabulary. Those are:

a. Not all of the words a student hears during any lesson need become a part of his "active" vocabulary during that lesson or even in later lessons. Some words in the new language (and in our native language) will remain

"passive", that is, we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use should be systematically presented and practiced.

- b. Vocabulary should always be taught in normal speech utterances.
- c. New vocabulary items should always be introduced in known structures.
- d. Whenever possible, the vocabulary items should be centered about one topic.
- e. Whenever a familiar world is met in a new context, it should be taught again and practiced.
- f. Vocabulary items should be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.
- g. Vocabulary should be practiced, as structures are practiced-in substitution drills, transformational drills, transformation drills, questions and answers, etc.
- h. Vocabulary items should be reintroduced many times with all the structures and all the situations in which they can logically be used.
- i. Students should be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same roots.

Macmillan (2008: 7) says that many of the words have more than one meaning. Since this kind of ambiguity is one of the great difficulties in English vocabulary, she can see the reason to disguise the feature of the language by specifying one on the other usage of the word in the list. In the teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words: it is based on many aspects. The principles of modifications are made:

- a. Function words were eliminated.

- b.ets of common items have been filed out, where or not all words satisfied statistical requirements.
- c. New items have been added and old fashioned or inappropriate one delayed.
- d. It was assumed that students would recognize and understand words regularly formed from base words on the list. So many words in earlier list could be eliminated being automatically covered.

Independent reading is a term used in educational settings, where students are involved in choosing and reading material (fiction books, non-fiction, magazine, other media) for their independent consumption and enjoyment. Usually Independent Reading is conducted alongside the ongoing curriculum in the classroom. Independent Reading can be tied to assessment and evaluation or remain as an activity in itself.

In independent reading, students read books on their own, exploring different kinds of texts and applying new learning. Students should be able to read these books easily, without assistance. Students often choose their reading materials, but independent reading can be organized by leveled book baskets or recommendations from the teacher. Teachers confer individually with students during independent reading or model their own silent reading. Independent reading is sometimes called DEAR (Drop Everything and Read) or SSR (Sustained Silent Reading).

According to Krashen (2005:65) "Independent Reading Students read text independently to build fluency, for information, and to apply strategies learned in read aloud, shared and guided reading in text at their independent level". Based on above statement reading is done by an individual, in or outside the classroom, where the pace and purpose of the reading are not directly controlled by the teacher.

Independent reading is the reading

students choose to do on their own. It reflects the reader's personal choice of the material to be read as well as the time and place to read it. Independent reading is done for information or for pleasure, no one assigns it; no one requires a report; no one checks on comprehension. Independent reading is also called voluntary reading, leisure reading, spare time reading, recreational reading, and reading outside of school.

## RESEARCH METHOD

In this research, the required data and information would be obtained from two main main sources namely library research refers to the activity of using library facilities. The data and information are obtained through source books on related subject matters. The researcher reads some books, modules, magazines, and other printed material from libraries and makes some notes and summaries, which related to the topic. The researcher also conducted field research to get empirical data for her findings, the researcher conducts some technique in collecting the data like observation, interviews, teaching experiment and test.

## FINDING AND DISCUSSION

Before the experiment was done, the researcher had observed the class where she did the research. This observation was intended to investigate how vocabulary as a subject was taught by the teacher, and to see the student performance in English. After conducting the pre test, the researcher conducted the experiment. The experiment was conducted from the first week to the last week of February 2018 the researcher gave the English lesson twice a week. At the end of the experiment, the researcher conducted the vocabulary post test. The post test was conducted on February, 16th 2018. The result is used as the data in this study. There were four meetings of the experimentation; the procedures of

experimental teaching for each meeting are as follow:

1. The first meeting

At the first meeting, after introducing herself and explaining the purpose and objectives of this research, then she began to explain what it is independent reading and the steps of independent reading, in order to expedite and facilitate the student in following all the stages in this research. Later, she gave a pre test to the students, after the timeout, she collects the answers to be analyzed at her home.

2. The Second and Third Meetings

At this meeting the researcher invites students to go to the library. Then she asked the students to read a book or articles. At this stage, she gives student the freedom to choose what they want to read, when finished reading. She asked students to retell

what they read, by saying, "Please retell the important parts of what you just read." and then she asked students to write notes about what is retold by the students. If the student has trouble, the researcher prompts the students to look at the text. Say, "What happened first?" than she make a note that she prompted the student. In this stage, some students retell the story sequentially, while others retell the gist of the story.

3. The fourth meeting

The fourth meeting was the last meeting in the experimental teaching, at this meeting the researcher gave the students test called as post test. At this meeting, she concluded what has been learned so far. He also thanked the students because they have participated actively during the research process.

4. Test

The next instrument used in this research was vocabulary test. To have a valid and reliable vocabulary test, the researcher decided to take the test materials from

the vocabulary materials. The vocabulary test in this research is used to measure the vocabulary mastery. In this step tests are given in two stages, first called as the pre test, given before the students get an explanation from the researcher or before she did teaching practice. The second is called the post test given after the researcher did teaching practice. Where the pre test is used as a base value, that is compared with the value of the post test to determine the success or failure the process of learning vocabulary through independent reading. The both of test are multiple choice test, by giving instructions "Choose the correct answer by crossing a, b, c, or d", so students are only required to select the answers that have been provided, so that would be more objective assessment

## DISCUSSION

### 1. Data Analysis

After getting the data from the test given, the researcher analyzed the data by using some steps.

1. The first step, the researcher put the row scores in the table.
2. The second step the researcher make the frequency distribution table, in order to make that table in the same class length, the researcher must

3. calculate some data, there were some steps should be done, they are:

- Determining the range

In determining the range which was symbolized (R), the following formula was used, in which the highest score was subtracted by the lowest score:

$$R = H - L$$

Which: R : refers to the range of score  
H : refers to the highest score  
L : refers to the lowest score

- Determining how many interval classes needed Length of interval classes and deciding the
- beneath point of the first interval class.  
To determine how many interval classes that needed, the researcher used sturges rule as revealed by Sudjana (2005:144) the formula is as follow:

$$I = 1 + (3,3) \log n$$

Which: I : refers to amount of interval class

n : refers to amount of samples

## 2. The Analysis of Pre-Test

Pre test was given before the author did the teaching practice, the result of the pre test can be seen in the following table:

**Table 4.4 The Score of Pre test**

No	Student Initial	Pre test
1	2	3
1	AR	60
2	ASM	65
3	AFS	45
4	AFK	45
5	ARM	60
6	ARD	65
7	CSS	50
8	DM	55
9	DHF	65
10	DAJ	80
11	FR	75
12	GG	80
13	ISW	65
14	IRN	55
15	IA	50
16	IKA	45
17	JNA	60
18	JML	65
1	2	3
19	KKD	65
20	MFR	75
21	MFP	60
22	MKB	65
23	MLY	80



24	MAZ	55
25	NEL	50
26	NIS	65
27	NMA	60
28	NID	70
29	PTA	70
30	ICF	75
31	PSA	60
32	RAA	65
33	RIA	60
34	RID	50
35	REF	50
36	REM	55
37	SAL	45
38	TIJ	65
39	UAS	45
	Total	2370

After obtaining the students score, then the researcher arranged the scores from the highest to the lowest scores as follow:

80 80 80 75 75 75 70 70 65  
 65 65 65 65 65 65 65 65 65  
 60 60 60 60 60 60 60 55 55  
 55 55 50 50 50 50 50 45 45  
 45 45 45

From the distribution score above, the highest score is 80 and the lowest score is 45.

To find the range of scores; the researcher using the following formula:

$$\begin{aligned}
 R &= H - L \\
 &= 80 - 45 \\
 &= 35
 \end{aligned}$$

From table 4.1 the total number of the samples is 39, so the result of the interval class is:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 39 \\
 &= 1 + (3,3) (1,6) \\
 &= 6,25 \\
 &= 6
 \end{aligned}$$

So the interval class is 6.

To determine the length of interval class the researcher use formula as follow:

$$\begin{aligned}
 P &= \frac{R}{I} \\
 &= \frac{35}{6} \\
 &= 5,8 \\
 &= 6
 \end{aligned}$$

By considering all the calculations above, the frequency distribution list should be as follow:

**Table 4.5 The Frequency Distribution List of Pre Test**

No	Interval Class	$x$	$f$	$fx$
1	45 - 50	47,5	10	475
2	51 - 56	53,5	4	214
3	57 - 62	59,5	7	654,5
4	63 - 68	65,5	10	655
5	69 - 74	71,5	2	143
6	75 - 80	77,5	6	465
	SUM	375	39	2368,5

Note:  $x$  : Refers to middle score of interval class  
 $f$  : Refers to frequency  
 $fx$  : Refers to the amount of multiplication between frequency and middle interval

Based on the table above the mean score of pre test can be calculated with the following formula:

$$M = \frac{\sum FX}{n}$$

From the Table 4.2 and the previous calculation, the score of:

$$\begin{aligned}
 \sum fx &= 2.368 \\
 n &= 39
 \end{aligned}$$

According the result above the calculation of mean is:

$$\begin{aligned}
 M &= \frac{\sum fx}{n} \\
 &= \frac{2.368}{39} \\
 &= 60.7 \\
 &= 61
 \end{aligned}$$

So the mean score of pre test was 61. This was the base average ability of students in vocabulary skill before being trained through independent reading.

### 3. The Analysis of Post Test

The result of the post-test could be seen in the following table:

**Table 4.6 The Score of Post test**

<b>No</b>	<b>Student Initial</b>	<b>Post test</b>
<b>1</b>	<b>2</b>	<b>3</b>
1	AR	70
2	ASM	65
3	AFS	50
4	AFK	65
5	ARM	60
6	ARD	70
7	CSS	65
8	DM	70
9	DHF	70
10	DAJ	80
11	FR	80
12	GG	80
13	ISW	70
14	IRN	55
15	IA	55
16	IKA	60
17	JNA	55
18	JML	70
19	<b>2</b>	65
20	KKD	80
21	MFR	65
22	MFP	80
23	MKB	85
24	MLY	85
<b>1</b>	MAZ	<b>3</b>
25	NEL	70
26	NIS	70
27	NMA	70
28	NID	85
29	PTA	85
30	ICF	85
31	PSA	65

32	RAA	80
33	RIA	75
34	RID	60
35	REF	65
36	REM	55
37	SAL	70
38	TIJ	70
39	UAS	55
	Total	2710

After obtaining the students score, then the researcher arrange the scores from the highest to the lowest scores as bellow:

85 85 85 85 85 80 80 80 80  
 80 80 75 70 70 70 70 70 70  
 70 70 70 70 70 65 65 65 65  
 65 65 65 60 60 60 55 55 55  
 55 55 50

From that distribution score, the highest score is 85 and the lowest score is 50. Then, the calculation for the value range will be as follows:

$$\begin{aligned}
 R &= H - L \\
 &= 85 - 50 \\
 &= 35
 \end{aligned}$$

Based on previous calculations the value of the class interval is 6, so, the length of interval class can be calculated as follows::

$$\begin{aligned}
 P &= \frac{R}{I} \\
 &= \frac{35}{6} \\
 &= 5,8 \\
 &= 6
 \end{aligned}$$

So, the frequency distribution list should be as follow:

**Table 4.7 The Frequency Distribution List of Post Test**

No	Interval Class	$x$	$f$	$fx$
1	50 - 55	52,5	6	315
2	56 - 61	58,5	3	175,5
3	62 - 67	64,5	7	451,5
4	68 - 73	70,5	11	775,5
5	74 - 79	76,5	1	76,5
6	80 - 85	82,5	11	907,5
	SUM	405	39	2701,5

Note:  $x$  : Refers to middle score of interval class  
 $f$  : Refers to frequency

$f \cdot x$  : Refers to the amount of multiplication between frequency and middle interval  
Based on the table above the mean score of post-test can be calculated with the following

formula:

$$\begin{aligned} M &= \frac{\sum f \cdot x}{n} \\ &= \frac{2.701}{39} \\ &= 69,3 \\ &= 69 \end{aligned}$$

So the mean score of the post test is 69. This is the base average ability of students in speaking skill before being trained through independent reading. After calculating both pre test and post test, the researcher found that the average scores for pre test were 61 and 69 for post test. It indicates that the students' ability in vocabulary had been developed after being trained through independent reading.

## CONCLUSION

1. Teaching vocabulary through independent reading can increase students' interest in studying English vocabulary.
2. Teaching vocabulary through independent reading has produced many advantages in learning vocabulary.
3. There was a significant difference of students' achievement in vocabulary after teaching through independent reading, where teaching vocabulary through independent reading increase students' ability in mastering vocabulary, it can be seen from the result of pre test (61) and post test (69) were the mean score of post test is better than pre test.

## REFERENCE

Allen, J Harris and Edward R Sibay. 2007. Reading: Insights and Approaches. Singapore: University Press for SEAMEO

Regional English language Center.

Al-Khufaishi, Adil, 2010. English Teaching Forum, Vol XXVI, London : Oxford University Press.

Barnhart, D. & Bachman, L. 2009. School to work: Teacher's guide to the handbook, MA: Houghton Mifflin Co, Wilmington.

Baumann & Kameenui, 2006. Off Track: When Poor Readers Become "Learning Disabled. Boulder, CO: Westview Press.

Brown.H, Douglass. 2010. Teaching by Particles an Interactive Approach to Language Pedagogy Strategies of Reading. Longman: A Person Education company.

Finocchairo, Marry. 2004. Teaching English as Second Language. New York.

Heilenman, Laura. 2008. Foreign Language Learning and Negative Process in Penalizing Foreign Language Instruction. Illionis National Text Book Inc.

Heasley, Hoover. 2009. Learning and Teaching in the Secondary School. Boston: Allyn &

Boston mc

Jack C. Richards. 2007. Curriculum Planning For Better Teaching and Learning. Mass: Newbury Haouse Publisher. Inc.

Krashen. 2005. Techniques and Principles in Language Teaching. Oxford University Press, Inc.

Macmillan. 2008. Developments in English for Specific Purpose. University press: Cambrigde

Sitters. 2008. Achievement in Testing, Encyclopedia of Educational Research. London: Collier Macmillan Publisher

Weiner. 2007. Vocabulary Development Skills. Yogyakarta: Kanisius.