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ABSTRACT

Santi Mayasari, M. Pd. NIDN 0217058303. An Experimental Study on Clustering Technique Employed by The Extrovert and Introvert Learners in Reading Comprehension at Fishery Faculty of PGRI University Palembang.

This study was conducted to investigate An Experimental Study on Clustering Technique Employed by The Extrovert and Introvert Learners in Reading Comprehension at Fishery Faculty of PGRI University Palembang. This study applied experimental method with factorial design. There were 40 students as the population. From 40 students, 30 students were taken as the samples of this research by using two stage random sampling. The statistical analyses used were Independence t-test and Two-way ANOVA. The distribution of both experimental and control group score were normal, since the significant value was higher than 0.05. The data of Clustering Technique and Conventional Technique were homogeneous since the result of homogeneity of variance testing indicated that the significant value of all the data was higher than the significant of p-output (0.05). Furthermore, it was found that (1) there is any significant difference in reading comprehension achievement between extrovert and Introvert students who are taught by using clustering technique. (2) there is any significant difference in reading comprehension achievement between extrovert and introvert students who are taught by using conventional technique. (3) there is any significant difference in reading comprehension achievement between extrovert and introvert students who are taught by clustering technique and those who are taught by using conventional technique. (4) there was no any significant interaction effect of clustering technique and extrovert and introvert students on reading comprehension achievement. the alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted.

Key Word: Clustering Technique, Extrovert and Introvert, Reading Comprehension

ABSTRAK

Sebuah Studi Eksperimental pada Teknik Clustering ditujukan kepada Pembelajar ekstrovert dan introvert terhadap pemahanan Membaca pada Mahasiswa Fakultas Perikanan Universitas PGRI Palembang.

Penelitian ini dilakukan untuk menyelidiki Sebuah Studi Eksperimental pada teknik clustering ditujukan kepada Pembelajar ekstrovert dan introvert terhadap pemahanan Membaca pada Fakultas Perikanan Universitas PGRI Palembang. Penelitian ini menggunakan metode eksperimen dengan desain faktorial. Ada 40 siswa sebagai populasi. Dari 40 siswa, 30 siswa yang diambil sebagai sampel penelitian ini dengan menggunakan dua stage random sampling. Analisis statistik yang digunakan adalah Independence t-test dan ANOVA dua arah. Nilai Distribusi dari kedua kelompok eksperimen dan kontrol adalah normal, karena nilai signifikan lebih tinggi dari 0,05. Teknik Pengelompokan dan Teknik Konvensional adalah homogen karena hasil dari homogenitas uji varians menunjukkan bahwa nilai yang signifikan dari semua data itu lebih tinggi dari nilai

signifikan dari p-output (0,05). Selain itu, ditemukan bahwa (1) ada perbedaan yang signifikan dalam nilai pemahaman membaca antara ekstrovert dan siswa Introvert yang diajar dengan menggunakan teknik clustering. (2) ada perbedaan yang signifikan dalam nilai pemahaman membaca antara ekstrovert dan siswa introvert yang diajarkan dengan menggunakan teknik konvensional. (3) ada perbedaan yang signifikan dalam nilai pemahaman membaca antara ekstrovert dan siswa introvert yang diajarkan dengan teknik clustering dan mereka yang diajar dengan menggunakan teknik konvensional. (4) tidak ada efek interaksi yang signifikan dari teknik clustering dan ekstrovert dan siswa introvert nilai pemahaman membaca. hipotesis alternatif (Ha) ditolak dan hipotesis nol (Ho) diterima.

Kata kunci: Clustering Teknik, ekstrovert dan introvert, Pemahaman membaca

A. INTRODUCTION

1) Background

Reading is one of the most important skill which must be mastered by the students in learning process, it is not exception in English learning. In reading activity we can get the information, message and idea which is needed in reading activity. It is no rare, in reading activity one can gain and express an idea creatively by reading activity.

According to Shane (2005:3) In her statement, reading is a complex system of deriving meaning from print that requires: (1) the skills and knowledge to understand how phonemes, or speech sounds, are connected to print, (2) the ability to decode unfamiliar words, (3) the ability to read fluently, (4) sufficient background information and vocabulary to foster reading comprehension, (5) the development of appropriate active strategies to construct meaning from print, and (6) the development and maintenance of a creative thinking to read.

In other word, to get the information from the reading text, the students don't have high motivation in reading activity because the reading text is too long and the vocabulary which is difficult to understand by the students so that they are difficult to conclude the information from the reading text especially in English subject.

Oshima dan Hogue (1999:8) said that the clustering technique is the brainstorming activity to gain the ideas. In other word, clustering technique is a special way to classify the idea and make a connection in a core from the idea. The main purpose of clustering is to classify the idea and to get the idea as many

as possible. Clustering Technique can stimulate the idea to connect the right and left hemisphere.

The witer believes that this technique can increase the student's motivation and the students' English score especially for the extrovert and introvert students, so that the writer is interested in doing the study in tittle "An Experimental Study on Clustering Technique Employed by The Extrovert and Introvert Learners in Reading Comprehension at Fishery Faculty of PGRI University Palembang"

2) Identification of Problems

There are some problems are faced by the students in learning reading, they are;

1. The students got difficulties to determine the message from the text;
2. The students were lack of vocabulary to determine the key word of the text;
3. The students got difficulties to answer the question from the reading text; and
4. The students can be classify into two, they are introvert learner and extrovert learners

3). Formulation of the Problems

Based on the problems above, the problems can be formulated in some question, they are;

1. Is there any significant difference in reading comprehension achievement between extrovert and Introvert students who are taught by using clustering technique?
2. Is there any significant difference in reading comprehension achievement between extrovert and introvert students who are taught by using conventional technique?
3. Is there any significant difference in reading comprehension achievement between extrovert and introvert students who are taught by clustering technique and those who are taught by using conventional technique?
4. Is there any significant interaction effect of clustering technique and extrovert and introvert students on reading comprehension achievement?

4) Limitation of the Problems

This study was limited to the use of Clustering Technique in teaching reading passages to the introvert and extrovert students of the second and the fourth semester at Fishery Faculty-University of PGRI Palembang,

5) Significance of the Study

The writer hoped that this research will be useful to English Lecturers, students, to other researchers, and to the writer herself in English teaching and learning process.

a. English Lecturers

The writer hopes that the lecturers will consider this finding as one of the techniques in learning process of introvert and extrovert learners.

b. Students

The writer hopes that this technique can stimulate students in learning English especially in comprehending reading text.

c. Other Researchers

The writer hopes that this study can be one of the references in doing other investigations, especially the special technique in learning reading passage.

d. Writer Herself

The writer hopes that this study can increase her experience in doing this study especially in education research.

6) The Purpose of the Study

The writer hopes that this study can increase the quality of education especially in PGRI University, in Fishery Faculty, and this research can give a big contribution for our educational study.

B. TEORETICAL REVIEW

1) Teoritical Description

a. Definition of Reading Comprehension

Reading is one of language skills. Reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2000:185).Whorten (1998) stated that comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect." He mentions that reading is "to receive or take in the

sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing.

According to Serravallo (2010:43), Comprehension is at the heart of what it means to really read. Reading is thinking and understanding and getting at the meaning behind a text. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.

b. Definition of Clustering Technique

Reid (1993:6) argues that clustering technique can help the writer get, improve and change their ideas. It can be said that the clustering technique can develop students' idea. The main purpose of clustering technique is to cluster the intrinsic data from the labelled data. A cluster is the same group of the object, but they are different in another group. In other words, clustering is the same data collective or the same object in a big and small group.

c. Definition of Introvert and Extrovert

According to Peterson (1992), every single individual has a special character, it is as a part of individual. It refers to one's entity. Psychology refers to individual action, thinking and feeling, it is not for the money or others. It is the smallest part of the unique characteristics. Furthermore, the characteristic of the characters based on the assumption that the students have the cognitive. The differences between introverts and extroverts is that extroverts draw energy from social interactions while introverts draw energy from internal reflection and quiet time. So when a class focuses on group work, emphasizing discussions, peer feedback, and a lot of social interaction, the extroverts in the class will tend to gain energy and enthusiasm while the introverts find themselves increasingly drained. And when a lesson's emphasis is on quiet reflection or individual research, the opposite is likely to occur: introverts will tend to thrive and blossom while extroverts may lose interest, become lethargic, or repeatedly get in trouble for talking, passing notes, or being otherwise off-task or disruptive.

C. RESEARCH PROCEDURE

1) Method of study

In this study, the writer used the experimental design with factorial design. Sugiyono (2008:76) states that factorial design is the modification of true experimental design, which used the moderator variable. It influences the independent variable to the students achievement (dependent variable).

In this study, the writer divided the students into two groups; the experimental group (clustering technique in the treatment class), and the control group (conventional technique). The writer gave pre-test, post-test and test on the extrovert and introvert students.

According to Fraenkel and Wallen (1990:245), the factorial design is that it allows a researcher to study the interaction of an independent variable with one or more other variable. A diagram of factorial design is as follows:

Experimental Group	R	O ₁	X ₁	Y ₁	O ₂
Control Group	R	O ₁	X ₂	Y ₁	O ₂
Experiment Group	R	O ₁	X ₁	Y ₂	O ₂
Control Group	R	O ₁	X ₂	Y ₂	O ₂

Where;

- | | | | |
|----------------|-------------------------------------|----------------|-------------------------------------|
| R | refers to <i>Random</i> | O ₁ | refers to <i>Pre-test</i> |
| O ₂ | refers to <i>Post-test</i> | X ₁ | refers to <i>Experimental group</i> |
| X ₂ | refers to <i>Control group</i> | Y ₁ | refers to <i>Extrovert students</i> |
| Y ₂ | refers to <i>Introvert Students</i> | | |

In this design, group (O) is randomized (R). It is modification of the pre-test-post-test control group design. It involves one treatment, conventional and Clustering Technique (X₁ and X₂) and one moderator variable having two levels, extrovert and introvert (Y₁ and Y₂). There are two groups receiving the treatments and two groups are not. Both groups received the treatment on Y. This design can be illustrated in Table 1 below:

TABLE 1
FACTORIAL DESIGN

Technique of Teaching	Extrovert students Y ₁	Introvert students Y ₂
Clustering Technique/ X ₁	X ₁ Y ₁	X ₁ Y ₂
Conventional Technique (CS)/ X ₂	X ₂ Y ₁	X ₂ Y ₂

The treatment conducted for 10 times at fishery faculty of PGRI University of Palembang by applying some multiple genres written in English

2) Place and time of the study

In this study the writer did the study at PGRI University in Fishery Faculty. This investigation conducted on April 2016.

3) Population and sample

a. Population

According Sugiyono (2008:215), population is a part of the generalization area, consists of the object or subject which has a quality and characteristics. The population of this study was the students of fishery faculty in second semester, fourth semester and sixth semester. The total numbers of the students are 40. Table 2 shows the population of the study:

TABLE 2
POPULATION OF STUDY

SEMESTER	TOTAL
II	21
IV	9
VI	10
TOTAL	40

(Source: Fishery Faculty University of PGRI Palembang/2015-2016)

2. Sample

Sample is the part of the population which is studied. Sugiyono (2008:215) stated that the sample is a part of population. There are many techniques can be used. One of them is cluster random sampling. The following Table 3 describes the sample of the study:

TABLE 3
SAMPLE OF THE STUDY

No	GROUP	NUMBER OF SAMPLE
1	Experimental Group	15
2	Control Group	15
	TOTAL	30

(Source: the second and fourth semester students at the fishery faculty University of PGRI Palembang in academic year 2015-2016)

4) Research Variables

According to Hatch and Farhady (1982:12), a variable can be defined as an attribute of a person or of an object which “varies from person to person or from object to object”. There are three kinds of variables in this study, namely, independent, dependent, and moderator variables. An independent variable is the variable which influences another variable and a dependent variable is the variable which is influenced by the independent variable. Moderator variable is a special type of independent variable that the writer selected to study because it can effect the basic relationship between independent and dependent. In this study, clustering technique was an independent variables symbolized as X, while extrovert and introvert students was the moderator variable symbolized as Y. The dependent variable was students’ reading achievement which is symbolized as Z.

5) Reliability of the Instrument

According to Hatch and Farhady (1982:244), reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions. A test is said to be reliable if it gives the same results when it is given on different occasions or when different people use it. The reliability of the test materials is evaluated through the internal consistency of a test. After the data were analyzed, the writer found that the reliability score was 0.91 which was higher than 0.70. It means that the instrument was reliable to carry on the research (See Appendix 1).

6) Data Sources

According to Trijono (2015:36), the data of the study consists of the primer data and secunder data. Primer data is the data which is collected directly from the researcher (organization or factory), meanwhile the secunder data is the data which is got from the institution such as, BPS, BI, World Bank, IMF, FAO and etc.

In this study, the writer got the primer sources, because the writer got the data directly from the sample of this study, they are the second and the fourth semester students of fishery faculty in PGRI University of Palembang.

7) Technique for Collecting the Data

In this study, the writer applied the questionnaire and the test to collect the data. The writer used questionnaire to know the students who are introvert and extrovert. The writer used the test to know the students’ achievement in reading comprehension. The questionnaire was written in Indonesian so that the students

were easier to answer the questionnaire, meanwhile reading test was written in English that was to know the students comprehension about the text.

8) Technique for Analyzing the Data

1. Technique for Analyzing the Introvert dan Extrovert Students

In this study, the students answered 20 questions in questionnaire. The highest score was 100, while the lowest score was 20. The result of the questionnaire used to classify introvert and extrovert students.

2. Technique for Designing Reading Comprehension Test

In this study, the writer applied test specification of reading comprehension. Here is the test specification of reading comprehension.

TABLE 4
TEST SPECIFICATION OF READING COMPREHENSION

NO	BASIC COMPETENCY	TEACHING MATERIAL	INDICATOR	TEST TYPE
I	4	5	6	7
	Understanding and responding the meaning and the rhetorical steps in the written essay accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of narrative text	Narrative Text <i>Fishing</i>	Students are able to: <ul style="list-style-type: none"> • find out the meaning of the words based on the context • look for the words that have the same meaning in the text • Find out the main ideas in the text • find out the information related to the text • integrate the information from their own ideas into the text 	Multiple Choice 20 questions

(Adapted from Look Ahead Grade XI:PT. Erlangga)

3. Technique for Analyzing Students' Reading Comprehension Achievement

In this study the writer applied three statistical analyses, they are:

a. Statistical Analysis on Normality

This was used to find out whether or not the samples taken from the same population (the distribution of the population data) was normal.

b. Statistical Analysis of Homogeneity

To know whether the data were homogenous, the writer used the test of homogeneity of variances.

c. Two-way Analysis of Variance (ANOVA)

The writer applied an analysis of variance (Anova) test in this study. This analysis applied to test whether there is significant difference exists among the two sample means. In this study, analysis of variance was applied to know whether or not there is significant difference between extrovert and introvert students' reading comprehension achievement. In this analysis, If the p-output (sig.2-tailed) was lower than 0.05, null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. On the other hand, If the p-out (sig.2-tailed) was higher than 0.05, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.

D. FINDINGS AND INTERPRETATION

D.1 The Pretest Scores of the Experimental Group (Introvert and Extrovert)

After the data were analyzed, it was found that in the pretest of the experimental group, the mean score of the introvert students was 53.75, median was 55.00, the highest score was 65.00, while the lowest score obtained was 45.00. On the other hand, it was found that for the extrovert students, the mean score was 60.71, median was 65.00, the highest score was 80.00, and the lowest score was 40.00. (see Appendix 2).

D.2 The Pretest Scores of the Control Group (Introvert and Extrovert)

After the data were analyzed, it was found that in the pretest of the control group, the mean score of the introvert students was 55.71, median was 55.00, the highest score was 65.00, while the lowest score obtained was 45.00. On the other hand, it was found that for the extrovert students the mean score was 60.00, median was 60.00, the highest score was 70.00, and the lowest score was 50.00 (see Appendix 3).

D.3 The Posttest Scores of the Experimental Group (Introvert and Extrovert)

After the data were analyzed, it was found that in the pretest of the control group, the mean score of the introvert students was 62.50, median was 62.50, the highest score was 70.00, while the lowest score obtained was 55.00. On the other hand, it was found that for the extrovert students the mean score was 81.43, median was 80.00, the highest score was 85.00, and the lowest score was 75.00 (see Appendix 4).

D.4 The Posttest Scores of the Control Group (Introvert and Extrovert)

After the data were analyzed, it was found that in the pretest of the control group, the mean score of the introvert students was 56.43, median was 55.00, the highest score was 60.00, while the lowest score obtained was 50.00. On the other hand, it was found that for the extrovert students the mean score was 67.50, median was 67.50, the highest score was 80.00, and the lowest score was 55.00 (see Appendix 5).

D.5 Normality and Homogeneity Tests

Before conducting inference statistics, the writer calculated normality and homogeneity of the test. When the data were analyzed to estimate the normality test, it was found that the sig. score of the Clustering Technique was 0.200 as in Kolmogorov-Smirnov, and sig. score 0.474 as in Shapiro-Wilk. Furthermore, the sig. score of the conventional technique was 0.070 as in Kolmogorov-Smirnov, and sig. score 0.374 as in Shapiro-Wilk. Those sig. scores are higher than 0.05, which mean that the data were in the normality category (See Appendix 6).

Furthermore, the data were also analyzed to estimate homogeneity of the test. The sig. score based on Mean was 0.056, the sig. score based on Median was 0.124, the sig. score based on Median and with adjusted df was 0.126, and the sig. score based on trimmed mean was 0.063. Those scores were higher than 0.05 which mean that the data were homogenous.

D.6 Analysis of Variance (Anova)

After analyzing the data, the writer found that the mean score of the experimental group was higher than the mean score of the control group. The mean score of the experimental group was 71.964, the lower bound was 69.067, and the upper bound was 74.862. In contrast, the mean score of the control group was 61.964, the lower bound was 59.067, and the upper bound was 64.862.

The writer also calculated the students' reading comprehension achievement by considering students' category, i.e. extrovert and introvert students. The mean score of the introvert students was 59.464, the lower bound was 56.567, and the upper bound was 62.362. In contrast, the mean score of the extrovert students was 74.464, the lower bound was 71.567, and the upper bound was 77.362.

Then, the writer did further investigation by conducting analysis of variance, i.e., technique applied, and students' category which reflected to reading comprehension achievement.

Based on the calculation, it was found that the mean score of the introvert students in the experimental group taught by using Clustering technique was 62.50, the lower bound was 58.541, and the upper bound was 66.459. While, for the extrovert students in the experimental group taught by using Clustering technique, the mean score was 81.43, the lower bound was 77.197, and the upper bound was 85.66.

Furthermore, the writer also calculated the mean score, lower bound, and upper bound of the control group taught by using conventional technique. Based on the calculation, it was found that the mean score of the introvert students in the control group was 56.43, the lower bound was 52.197, and the upper bound was 60.66. While, for the extrovert students of the control group, the mean score was 67.50, the lower bound was 63.54, and the upper bound was 71.46 (See appendix 7).

To determine whether there is a main effect for independent variable (Clustering Technique) and moderator variable (students' category: introvert and extrovert) toward dependent variable (reading comprehension), it is necessary to check the significance value of each variable. If the value is less than or equal to 0.05, there is a significant main effect for each variable. It could be seen that F-obtained for category was 56.622 with significance value 0.000. Since the sig. value was less than 0.05, so, there was a significant different in reading comprehension based on the students' category (introvert and extrovert). Then, the F-obtained for teaching technique was 25.165 with sig. value 0.000. Since the significance value was less than 0.05, so, there was a significant different in reading comprehension based on the technique applied in teaching reading comprehension.

To find out the interaction effect (influence) of clustering technique and students' category (introvert and extrovert) toward reading comprehension, it was necessary to see whether the interaction significant by checking the sig. value. If the value is less than or equal to 0.05, then there is a significant interaction. The F-obtained was 3.884 with the sig. value was 0.59. It means that there is no a significant interaction effect (influence) of Clustering Technique and students' category on reading comprehension at the same time of learning process (See Appendix 7).

E. Conclusions

Based on the findings and interpretation of the study, the writer draws five conclusions as follow:

1. there is any significant difference in reading comprehension achievement between extrovert and Introvert students who are taught by using clustering technique.
2. there is any significant difference in reading comprehension achievement between extrovert and introvert students who are taught by using conventional technique.
3. there is any significant difference in reading comprehension achievement between extrovert and introvert students who are taught by clustering technique and those who are taught by using conventional technique.
4. there was no any significant interaction effect of clustering technique and extrovert and introvert students on reading comprehension achievement.

the alternative hypothesis (Ha) was rejected and null hypothesis (Ho) was accepted.

F. Suggestion

Based on the findings above, the writer offers some suggestions to the lecturers and the students of English. The following suggestions to the lecturers:

1. The lectures should have various kinds of teaching technique to improve the students' reading comprehension achievement. One of the technique is Clustering Technique.
2. The lectures should be able to choose an interesting material to be taught to students in order to stimulate and increase their motivation.

The following points are offered to the students in order to be more successful in learning English:

1. The students need to improve their knowledge of English Grammar, vocabulary mastery, and other aspects of reading in order they can read well and can get the idea of the passage.
2. The students need to practice more in reading English texts, so that it can improve their knowledge.

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