

The Effect Of Sqrc (State Question Read Conclude) Technique Towards Students' Reading Comprehension

Tawali

English Language, Faculty of Language and Art (FPBM) UNDIKMA
tawaliypsi21@gmail.com

Abstract

This research was aimed to know *The Effectiveness of SQRC Technique Towards Students' in Reading Comprehension* at the Second grade students of SMP Nurul Madinah . The design of this research was pre experimental research with one group pre-test post-test design. The population of this research was second grade students' consist of 1 class, the class was consisted of 20 students. So, the total sample of this research was 20 students. The data were collected by using pre-test and post-test. Experimental class was treated by using SQRC learning model that used to analyze the data was t-test formula. From the data analysis, it was found that the result of t-test (4.53) was higher than t-table (1.725). The mean score of pre-test of experimental group was (71.6), and the mean score of post-test of experimental group was (77). Based on the result above, the researcher concluded that *The Effectiveness of SQRC Technique Towards Students' in Reading Comprehension* at the Second grade students of SMP Nurul Madinah . It means that alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected.

Keywords: *SQRC, and Reading Comprehension Skill*

Abstrak

Penelitian ini bertujuan untuk mengetahui Efektivitas SQRC. Teknik Menuju Pemahaman Membaca Siswa Kelas XI SMP Nurul Madinah Tahun Ajaran 2019/2020. Desain penelitian ini adalah penelitian pra eksperimental dengan rancangan one group pre-test post-test design. Populasi penelitian ini adalah siswa kelas II yang terdiri dari 1 kelas, kelas terdiri dari 20 siswa. Sehingga total sampel penelitian ini adalah 20 siswa. Pengumpulan data dilakukan dengan pre-test dan post-test. Kelas eksperimen diolah dengan menggunakan model pembelajaran SQRC. Analisis data menggunakan rumus uji-t tabel. Dari analisis data diperoleh hasil uji-t (4,53) lebih tinggi dari t-tabel (1,725). Nilai rata-rata dari tes awal kelompok eksperimen adalah (71.6), dan nilai rata-rata dari tes akhir kelompok eksperimen adalah (77). Berdasarkan hasil di atas, peneliti menyimpulkan bahwa Efektifitas Teknik SQRC Terhadap Pemahaman Membaca Siswa Kelas II SMP Nurul Madinah Tahun Pelajaran 2019/2020. Artinya hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak.

Kata kunci: *SQRC, dan Reading Comprehension Skill*

INTRODUCTION

According to Jhonson (2008: 03) reading is the practice of using text to create meaning. By reading, the students can learn more the way how to understand the meaning or messages that deliver by the writer in text. Here mean in reading for comprehension has primery purposes for reading though is some time overlooked when studnets asked to read overly diffuclt text, raising students' awerness of the main idea in a text and the studnets able to explore the organization that avilable of the

test. In anothe word, reading comprehension was guide the students more specific in undestading the odering of content information an important resource for reading comprehension. So that way, the students were able to comprehend the idea given the writer.

Reading comprehension is one of the integral part in learning English that has important to guide the students in deep understanding about the words that arrange and kinds of vocabulary used in making

sentences or paragraph. By heaving students reading extensively and focusing attention of key word vocabulary used was given and help them understand the component that should be found in reading comprehension. Beside that the part of skill in English, reading is one of the language skills that the students have to acquire. It means that reading is a process which is applied and conducted by a reader to acquire a message that has been told by a writer in writing script. Indeed, reading for general comprehension requires very rapid and automatic processing of words, strong skill in forming a general meaningrepresentation of main ideas. It is one of academic skills in English language, this skill is the ability to understand information in a text and interpret it appropriate.

Reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment. It means through reading people got a lot of information can communicate with each other and also can make people enjoy. Reading is something that good for someone that wanted to look for the knowledge and it is extraordinary achievement if they didn't know the language that written use in the book and know about the meaning about something that they read.

Based on the direct observation conducted by the researcher at SMP Islam Nurul Madinah on April 2018, the researcher found many problems of the students especially in learning reading comprehension such as; the students' cannot determine the topic detail the wrote on the text with specifically, the student also confuse in provide general idea by considering all the support the example detail fact, and discussion about topic provided, the students' also confuse in searching for specific information, looking for clause or reviewing information, got difficulties in founding explicit information on the text, hard to found textual references allow the reader establish relationship which exist between linguistic expression in text or sentences, the students' difficult to read the relevant part and ignore the irrelevant, and the last one they did not

know the infer meaning of an unknown word form context and propositional information.

All those problems arise from many aspects happen in the school that include technique used by the teacher was not appropriated with the students ability in comprehend the material. The technique used by the teacher is good but the problem is students cannot accept the process easily. So that way, the students cannot gain the material being though by the teacher at the class. Furthermore reading is one of hard material to learn by the students in the class because it part of Language target and not all the students interest with.

Related on the problems above, the researcher try to found solution of the problems by giving new idea and take the title "the effectiveness of SQRC towards students' in reading comprehension at the second grade students of SMP Islam Nurul Madinah in academic year 2019.

The problems above the researcher formulates statement of the problems that states "is there any significant effect of SQRC (State Question Read Conclude) towards students' reading comprehension at second grade of SMP Islam Nurul Madinah?"

Based on the statement of the problems above the researcher formulates the purpose of the study that is significant to found out the effect of SQRC (State Question Read Conclude) towards students' reading comprehension at second grade of SMP Islam Nurul Madinah

In order to specify the field of discussion as well as to focus on the problem of the study, this study was limited only at founding out the effect of SQRC (State Question Read Conclude) towards students' reading comprehension at second grade of SMP Islam Nurul Madinah in academic year 2019.

The significance of the study is divided into two parts, theoretical and practical significances.

1. Theoretically:

The result of this study is expected to be able to help and to give understanding to the teacher the concept or strategy SQRC in teaching reading comprehension.

2. Practically:

- a. For the students: This study was able to help students easier to comprehend reading text and able to answer the question of reading text that related with the text.
- b. For the teacher: as input to the English teachers in order to apply State Question Read Concluded as technique to motivate the student to over come the students' problems in learning reading comprehension.

READING COPREHENSION

According to Johnson (2008: 3) reading is the practice of using text to create, meaning. The two key words here are creating and meaning. If there is no meaning quay being created, there is no reading taking place.

According to Stone (2009: 39) reading is a fundamental goal that children must master in order be successful in school life. So reading is important because students will get information and master knowledge as students can find main idea, detail of the information and make inferences of the text. According to Healy (2002: 3) a reader can read a text to learn, to find out information, or to be entertained.

Based on some theories above the researcher concluded that reading is a process which is applied and conducted by a reader to acquire a message that has been told by a writer in writing scrip. By reading make the reader able to find out the information from a variety of text such as; newspaper, magazine, brochure. In reading we are not only reading the text, but also trying to understand what we are reading

Types of Reading

According to Brown (2003: 189) there are several types of reading may occur in a

language classroom. One way, in which these may be categorized: perceptive, selective, interactive and extensive, as follow:

1) Perceptive

Perceptive reading task involve attending to the components of larger stretches of discourse; letters, words, punctuation, and other grapheme symbols.

2) Selective

The assessment of this category is to certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical task are used; pictured cued tasks, matching, true or false, multiple choice, etc.

3) Interactive

Including among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts for longer text, questionnaires, memos, announcement, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse), within text of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical for such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading is applies to texts of more than one page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment is usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive task.

There are types of reading that has been explained above is used for certain purpose. Each also requires different approach and technique to achieve its goal. For example perceptive interactive and extensive are usually used by the readers when they

read a reading selection when take reading text. By using these, they may be used short text or long test and they able to find the information through the combination of their knowledge and able to comprehend the main idea or overall meaning of the text.

a. Micro and Macro Skill for Reading

According Brown (2003: 187) there are two kinds of skill of reading as follows:

- 1) Micro skills of Reading
 - a) Discriminate among the distinctive and orthographic patterns of English.
 - b) Retain chunks of language of different lengths in short-terms memory.
 - c) Process writing at an efficient rate of speed to suit purpose.
 - d) Recognize a core of words, and interpret word other pattern.
 - e) Recognize grammatical word classes (nouns, verb, adjective, and adverb), system (tense, agreement, and pluralization), pattern and rule.
 - f) Recognize particular meaning may be expressed in different grammatical forms.
 - g) Recognize cohesive devices in written discourse and their role signaling the relationship between among clauses.
- 2) Macro Skills of Reading
 - a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
 - b) Recognize the communicative functions of written text, according to form and purpose.
 - c) Infer context that is not explicit by using background knowledge.
 - d) From described events, ideas. infer links and connections between events, deduce causes and effects, and detect such relationship as main idea, supporting idea, new information, given information, generalization and exemplification.
 - e) Distinguish between literal and implied meaning.
 - f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

- g) Develop and use a battery of reading strategies, such as scanning, and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of the text.

b. The Indicators of Reading

Based on the definition above, it can be conclude that reading is a process and aim to achieve the expected goal; reading requires specific strategies and skill according to the level of reading.

Adapted from Arthur Hughes (2003: 138) there are some indicators of reading:

1) Finding the main idea

It is important to find main idea when reading. Main idea helps students remember important information. The main idea of paragraph tells the topic of paragraph. The topic tells about what all or most of the sentences are about.

2) Finding general idea

Finding the general idea is the general subject of written passage general idea in a piece of writing the point the author is making about the topic. In this case, the rider must provide in general idea by considering all of the support the example detail, fact, and discussion about the topic provide by the writer.

3) Finding detail information

There are some techniques to find detail information. The technique you selected depended on the purpose for reading. Many people consider skimming and scanning search techniques rather than reading strategies. However, when reading large volumes of information, they may be move be more practical than reading. For example they might be searching for specific information, looking for clues, or reviewing information.

4) Finding explicit information

During the act of reading found the explicit information on the text, explicit information it means the information that express on the text. It can be found directly when the reader read the text.

5) Finding implicit information

In the process of the reading is not only to obtain explicit information but also implicit information. The implicit information is not expressed in a passage. To find the implicit information how the reader should be able to read all the information and be able to analyze the information implied by the information.

6) Identifying word references

Textual references allow the reader to establish relationships which exist between to linguistic expression in a sentences or text. Certain expressions do not have meaning out of the immediate context, they refer to some other words or phrases in texts. Writer uses reference to avoid repetition.

7) Finding specific information

The technique scanning or looking for specific information is very useful when you know exactly what you are looking for in a text. Since you have very specific goals in mind, when you read, you only read the relevant parts and ignore the irrelevant.

8) Making inference

Inference is just a big words, it means a conclusion or judgment. There are some form making inferences, for example infer the meaning of an unknown word form context and propositional information inferences, answering question beginning with who, when and what.

SQRC (State Question Read Conclude)

According to Sakta (1998: 2) a technique for guiding content reading and higher level thinking is State Question Read Concluded (SQRC). SQRC is student centered instructional approach based constructivism, which focuses in central role of learner in creating or constructing new knowledge. Constructivism includes four key components:

1. Learners construct knowledge for themselves rather than receiving it from the reader.
2. New learning depends on prior knowledge.
3. Learning is enhanced by social interaction.

4. Reading is one of the most important skills for students that are taught at school. By reading the knowledge of the students gradually increase, there are many problem faced by the students in learning process and make the students do not interest in reading, so it can make the student cannot comprehend the main idea of the text. Because reading is one of lesson make students bored, therefore the teacher should use a good technique or interesting technique to motivated the students.
5. As mentioned above, the researcher found problems were like the students still have difficulties in comprehending the main idea of the text and not interested in reading. It is because they have lack of vocabulary. They just read without knowing the meaning. It makes the students got difficulty to comprehend the main idea of the text. The students also not interested in reading. The students think that reading was a boring thing, because of reading a longer text that they did not know the meaning.
6. By using SQRC can help the students to comprehending the text and this technique can control the timing of the lesson. This technique can make the students' more interest to learn about reading comprehension. Beside that, the students' was motivated because the students use their minds to become more easier to understand about a particular subject may not be known by the students. This technique can make students to be more active and thoughtful readers. So the researcher in solve this problem suggest the teacher to apply SQRC technique in teaching and learning process.

RESEARCH METHOD

Research Design

Research design is the preparation of the design of the research project (Kothari, 2004: 31). Experimental design set up the condition required for demonstrating cause and effect relationship. This is experimental

research with pre- experimental design with one group pretest-posttest design. One group pretest-posttest design usually involves three steps; 1) administering a pre-test measuring the dependent variable, 2) applying the experimental treatment x to the subject and 3) administering a post-test, again measuring the dependent variables. Donald Ary (2010:271)

This study intended to know the effect of SQRC (State Question Read Concluded) towards students' in teaching reading comprehension. In this research only one class, it means that the class as experimental and control class and it treated by using SQRC. Thus, the writer was used One-Group Pretest-Posttest Design.

In this research there was gave pre-test before the writer gave instruction or treatment for a gave period of time. And the end of period of time, the students received post-test. It means the writer gave pre-test to the students and then, the writer taught students by using "SQRC (State Question Read Concluded)" for period of time. At the end of period of time, the writer gives post-test. The assessment needed to identify the effect of "SQRC (State Question Read Concluded)" towards students' in reading comprehension.

Population, Sample and Sampling Technique

According to Miller (2005: 53) a population is defined as collection of all the possible object, people or scores of a particular type. The population of this study was the first grade students of SMP Islam Nurul Madinah Lombok Barat . It consists of one class, where Male consists of seven and female consists of 13 students, because all of the population were used as sample. Therefore, this study belongs to population research or research subject. The total number of the students is 20 people.

Research Instrument

In this study, the writer used a reading test as an instrument. The instrument of the study consist of 20 items.

The form of test multiple choice consist of 20 items that it covered with indicator of reading consist of; main idea,

general idea, detail information, explicit , implicit meaning, word reference, specific information, and making references. The scoring used the conditional, if the students answer correctness they got 5 score and if they answer incorrect gave 0 score.

Techniques of Data Collection

The writer collects the data from pre-test and post-test of the students. The steps of collecting data as follows:

1. Pre-test

Pre-test was the test that was gave to the students at the first meeting by used multiple choices. The test is to know the basic knowledge of the students' motivation and reading before treating them by using SQRC (State Question Read Concluded). After giving them test, than the second meeting the researcher came to the class by implementing the SQRC (State Question Read Concluded) for motivating the students' in reading comprehension.

2. Post-test

After treating the students by used SQRC then the researcher gave the students post-test, the test in the form of reading text, to know the students' motivation in reading comprehension.

Techniques of Data Analysis

Technique that was used to analyze the data in this research was involved quantitative descriptive and inferential statistics.

To analyze the data, the researcher used part of statistical analysis, those are:

1. Descriptive Analysis

Descriptive statistic was applied only to the members of a sample or population from which data have been collected. Descriptive statistic is divided into:

a. Mean

Mean scorer was average score, to find out the mean score of experimental group and control group the researcher applied the following formula:

$$Me = \frac{\sum X1}{n}$$

b. Mode

Is value in a set of data that appears most frequently, to find out the mode of the data the researcher applied this formula:

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

c. Median

Is middle score, to calculate the value of median the researcher applied the following formula:

$$M_e = b + p \left(\frac{\frac{1}{2} - n - f}{F} \right)$$

2. Standard Deviation

To find out the standard deviation the researcher applied the following formula:

$$sd = \sqrt{\frac{\sum f1}{N(N-1)^2}}$$

3. Inferential Analysis

a. T-test

This analysis would draw the conclusion whether the score between the two groups were significant and to know the effect of Running Dictation technique the researcher uses this formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

RESEARCH FINDING AND DISCUSSION
Research Finding

In this chapter the researcher presented the result of the test of the students' were conducted on 28 september 2019 both the result were analysed by formula applied in chapter three. The researcher began calculating from the pre-test by finding out the main score of pre-test, than followed by the result of post test given to the student. The data analysis leads to discuss the findings of the research before starting the conclusion. Then, the discussion of the data finding continued to the interpretation of the findings. This study aimed to find out the research problem that has been stated in the previous chapter. Is there any effect of SQRC towards students'

Reading comprehensionat the second grade students of SMP Islam Nurul Madinah Kuripan district -West Lombok?"

A. Research Finding

Descriptive Analysis

The researcher interested in conducting the research in this junior high school because the researcher found out several cases related to the purpose of reading comprehension, such as students still in the low level of Reading comprehensionit shown some indicators such students could not find the main Idea, and they did not know how to find the detail information, and general information.

The researcher conducted research at the SMP Islam Nurul Madinah, Kuripan district, exactly in North Kuripan on 28 September 2019, after that the researcher carrying out thepre-test the test in the form of multiple choice, the number of item were 20 items. After gave pre test than the researcher carried out at the following day, the test given to the students were the same at the number of items, but the text given to the student topic.

Finally, after getting the result of pre test and post test than began calculating based on formula applied in third chapter. The researcher began finding mean score of pre test, mean score of post test deviation of score and the last one finding the t-test by looking at the T-table.

The following table began writing from the result of pre-test, the number of students following the test were twenty students were in good condition conducted at 08.00 until 09.30 in the morning.

Based on the condition above the researcher concluded that SQRC was effective towards students' Reading comprehension (Ha). It means that, SQRC is suitable in teaching students' Reading Comprehension. Therefore, it also was clear that t-test is higher than t-table in which the degree of freedom of the mean scores is significant in confident level 0.05. It means that Ha was accepted and H0 was rejected.

1. Data Interpretation

Based on the finding of the scores between pre-test and post-test displayed in the table It showed that there was different result of achievements in the pre-test scores, the highest score was 86 and the lowest score was 56. The mean score was 71.6, the mode score was 27.9, the median score was 9.68, and range was 30. Meanwhile, the result of data analysis in the post-test showed that the highest score was 92, the lowest score was 64. The mean score was 77, the mode score was 501.5, the median score was 724.1, the range was 24 and standard deviation was 1.81.

The two above different results scores which could be identified that SQRC as a teaching strategy used in experimental group, gave different achievement which score higher than the score of the pretest before treatment that used multiple choice as a teaching strategy before. The finding of t-test also established the effectiveness of in which the result of t-test was higher (4.53) than t-table (1.725) in the level of significance 0.05

Discussion

The discussion in this part of the study deals with the analysis of hypothesis, the correlation between this research and previous of study, the mechanism of this research that influence the result of this hypothesis, how this research gave effect to the students' level of SQRC towards students' reading comprehension.

SQRC is a technique for guiding content reading and higher level thinking is State Question Read Concluded (SQRC). SQRC is student centered instructional approach based constructivism, which focuses in central role of learner in creating or constructing new knowledge. Based on the data collection technique on how to collect the data after doing the treatment in which two groups were given the pretest and post-test to one group of experimental. Pre-test given to the students' before the treatment by using SQRC. It intended to know how the students can increase their Reading Comprehension. Post-test had given after the researcher gave the treatment for the group by using SQRC in

teaching Reading Comprehension. To analysis the data, the researcher followed a procedure of statistical analysis. First the researcher used the descriptive analysis to calculate the data and inferential analysis that using t-test to compute the found out of the difference between pre-test and post-test

(Sakta, 1998:2) The mean score of posttest of experimental group was $77 > 71.6$ the mean score of the pretest. The median score of posttest of experimental group was $724.1 > 9.68$ the median score of the pretest. The mode score of posttest of experimental group was $501.5 > 27.9$ the mode score of pretest. The researcher calculated that the result of standard deviation of experimental group was 1,81.

Based on the result of the data above, the researcher concluded that the post-test score was higher than the pre-test score in experimental group. In which, there was effect of SQRC towards students' Reading Comprehension. It was because SQRC made the students more understand the vocabularies, more understandable, could understand the meaning of word correctly and grammatically in that teaching-learning process, then they had a lot of time to practice their reading and conclude what they have read. SQRC had a positive effect in teaching and learning speaking because with this kind of study students were easier to use English as a tool of communication and this strategy led students to be more interest and active to response the Reading Comprehension. It concluded that the result of t-test was higher than t-table ($4.53 > 1.725$). Therefore, it showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. So, SQRC was significantly effective in teaching Reading Comprehension towards students' at second grade of SMP Islam Nurul Madinah.

CONCLUSION AND SUGGESTION

Conclusion

After doing the analysis of the data found in this study. The researcher of this study concluded that the effect of SQRC

(State Question Read Conclude) was significance towards students' reading comprehension at second grade of SMP Islam Nurul Madinah in academic year 2020/2021. It can be seen from the man score of pre-test was 71.6, and the mean score of post-test was 77. The standard division was 1.81.

The t-test value which was 4.53 was higher than t-table at the confidence level of 1.72. It indicated that the alternative hypothesis (Ha) was accepted because "There was positive effect of SQRC in reading comprehension, and the alternative (H0) was rejected. Finally, the researcher concluded that the SQRC was effective in teaching reading comprehension.

Suggestions

Based on the conclusion above, the researcher would like to offer some suggestions to be considered by English teacher, students and for the next researchers.

1. For the Teacher

During teaching process in the class room that the students were very interested studying by applying SQRC at can be seen that they were many students asking the question after applying SQRC technique in the class room especially reading comprehension. The result of study be able to use SQRC for teaching reading comprehension by applying SQRC is strategy in the class in time needed.

2. For the Students

The class was very comfortable atmosphere because SQRC technique its seem that the new technique be able to make critical thinking in created number of question. SQRC one of the very useful technique used by the student so that the student more easier point out the main idea, supporting idea because the strategy give opportunity time for discussing the text in reading.

3. For next Researcher

The researcher hopes that SQRC may be developed by next researcher at another school or another period by looking at the result of this study as reference so that can be considered the result more success than be for. SQRC technique also very useful for the next researcher who are interested and

conduct further research related with this thesis "*The Effectiveness Of SQRC (State Question Read Conclude) Towards Students' Reading Comprehension At Smp Islam Nurul Madinah.*"

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