

Vocabulary, Language, Prediction (VLP) to Enhance Students' Reading Achievement in Recount Text

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Abstract

Reading comprehension plays important role for the readers to entertain and gain some information. To scaffold students' reading comprehension in recount text, the teacher-researcher needs to do pre-reading activity. VLP (Vocabulary, Language, Prediction) is an appropriate strategy to improve students' reading achievement by mastering vocabulary prior to main reading activity. The students in grade X of SMA that have low English reading achievement were taught English, especially reading comprehension in recount text. The VLP strategy was applied. Before the VLP strategy applied, the average score was 41.1. The Classroom Action Research was done and VLP strategy was applied. The average score in the first cycle post-test was 67.5, therefore the strategy must be revised and the cycle must be repeated. Then, in the second cycle the students got the average score of post-tests on 77.8. Students' motivation in learning English also increased as well as their self-confidence to express their thought in class discussion.

Keywords

reading strategy; vocabulary mastery; pronunciation mastery; words prediction; pre-reading activity



I. Introduction

Reading is a significant skill that learners should know. Learners read texts for various goals from gaining information to enjoyment. Reading helps EFL learners to be familiar with the subjects of their majors and improve their language knowledge. Kim & Anderson (2011), Salehi, Lari, & Rezanejad (2014) expressed that reading has a key role in completing all university courses. Although EFL learners are proficient in their language, they usually have a lot of problems in comprehending texts. Reading generally involves two skills namely decoding and understanding (Songsiri, 2007, Sulam et al., 2019). Decoding is an isolable ability, which can be taught and assessed in a straightforward manner. While understanding is a complex skill that depends on variations in factors, context. Both the learning factor, the text factor, as well as teaching, all have a role. According to Brassell and Rasinski, reading refers to the ability to understand or create meaning from written texts (Ningsih et al., 2014). In the dictionary that reading words is the ability to test and understand the meaning of words in the text. So, reading is the process of a person in understanding a meaning in the text according to the level of ability possessed. (Syakur, A. et al. 2020)

Achieving a good English reading comprehension score remains a difficulty for Senior High School (SMA) students. Despite the fact, Gilakjani & Sabouri (2016) argued that reading is an important aspect of completing all education courses, as a result, many EFL students struggle to grasp texts. It is in accordance with Sutarsyah (2008), who stated reading is very important in the learning process at school and in life. It is known that texts are read for a number of reasons, ranging from learning to entertainment.

At school and college, students who want to improve their knowledge must have high reading comprehension. Reading comprehension, according to Rayner, K., Foorman, B., Perfetti, C., & Pesetsky, D., (2001) is a reading engagement in which the purpose is to comprehend the text, i.e., to collaborate together between groups of words in the text and the readers' prior knowledge of the context to grasp the text being read. Furthermore, according to Nesamalar, C., Saratha, S., & Teh, S. C., (2005), reading entails not only understanding but also pronouncing words in a written text. According to Aloqaili (2012), reading aloud is an interactive strategy that employs both top-down and bottom-up reading processes; consequently, this activity is supported by schema theory, as reading is a cognitive process that involves comprehending meaning.

The students' challenges with reading comprehension stemmed from a lack of vocabulary knowledge on their behalf. Vocabulary, as one of the knowledge areas of language, is essential for learners learning a new language (Cameron, 2001). As a result, vocabulary, in addition to grammar and prior knowledge, plays a critical role in reading abilities. To meet the requirement for vocabulary mastery, EFL teachers should use a variety of instructional strategies to improve the students' vocabulary knowledge as a scaffolding for better reading comprehension.

The strategies used in teaching reading can significantly improve students' reading comprehension achievement (Mistar, J., Zuhairi, A., & Yanti, N., 2016). The strategies are a set of methods that readers can apply to make reading more active, competent, and intentional. Gilakjani & Sabouri (2016) discovered that employing reading comprehension strategies makes it easier for students to understand material. It is also stated that good reading strategies include predicting, forecasting, deducing, summarizing, analyzing, and assessing.

The students of XI Social Program Class (XI IPS) of SMA 1 Alkautsar Kabupaten Banyuwangi need to develop their reading comprehension skills, particularly in Biography text, since their reading achievement in the pre-test are still below the Minimum Completeness Standard (SKM). Some strategies and techniques are required to assist them achieve a considerably higher reading comprehension score. Before reading in depth, students must prepare, which necessitates the use of pre-reading activities. Therefore, the significance of the pre-reading or readiness stage of an instructional lesson, on the other hand, cannot be emphasized. Background information is provided, new knowledge is related to current knowledge, reading aims are identified, and important vocabulary terms are pre-taught during this stage. There are two types of pre-reading tactics: vocabulary and prediction strategies, both with varying degrees of student and instructor involvement.

Thus, based on the foregoing, the study intends to investigate the improvement of English reading achievement on text of XI IPS students of SMA Alkautsar in the academic year of 2021/ 2022 by implementing VLP strategy.

The limitation faced by researcher is the fact that there is no research which has empirically investigated students reading achievement or students vocabulary mastery using VLP strategy in a single study. Previous researchers have only concentrated on the use of one technique or strategy in the VLP strategy individually. Those are studies about vocabulary learning, language production (pronunciation), or prediction/ guessing/ inference. VLP strategy used to improve students' English reading comprehension achievement on Biography text at X ATR

II. Review of Literature

2.1 Reading Comprehension

Sanchez (2017) stated reading comprehension as a deep mental process in understanding essential information and to make the level of reading comprehension higher some actions must be applied, such as metacognitive strategies.

Aloqaili (2012) argued in his literature study that there is a relationship between good reading comprehension and critical thinking. He also stated that prior knowledge of the reader played an important role to the reading comprehension.

2.2 VLP (Vocabulary, Language, Prediction)

According to Wood & Robinson (1983) repeated by Wiesendanger (2001), Vocabulary, Language, and Prediction (VLP) is a collaboration of vocabulary, language production, and prediction activity done to prepare reading comprehension activity. This method assists students in developing strong vocabulary skills. Before reading, students apply the VLP technique to learn new vocabulary. Supporting the descriptions above, the researchers would like to do Vocabulary, Language, Prediction (VLP) strategy in the pre-reading activity. It is also stated that VLP can be done in any levels of language learners.

According to Goundar (2015) in his literature study the learners need to apply various strategy independently to enrich their vocabulary, therefore they will become successful language learners.

2.3 Text

According to Djatmika & Wulandari (2013) a text is a text that aim to entertain the readers. According to Rebecca (2010), a text connects a sequence of logical stories that are impacted by a variety of events.

III. Research Method

This study is a Classroom Action Research (CAR) which intended to determine the implementation of an innovative instructional strategy to improve students' soft skills and hard skills. Latief (2019) argued CAR can improve the quality of teachers and students in teaching and learning process. Latief (2019) described the method in CAR's cycles as planning, acting, observing, and reflecting. When one cycle is insufficient to reach the required success criteria, it must be repeated with some alterations to the strategy's implementation.

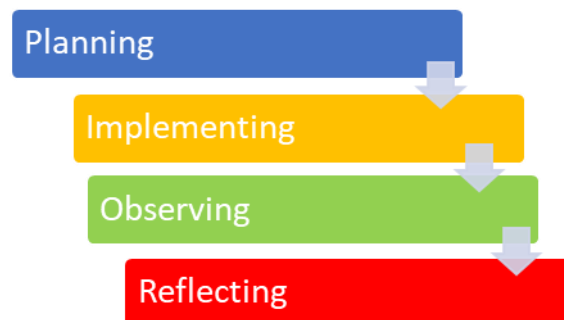


Figure 1. The method of CAR (Latief, 2019)

3.1 Research subject

The subject of this study is the students of XI IPS of SMA Alkautsar Kabupaten Banyuwangi. There are 30 students in this class.

The students have been learning English since they were in grade seven of Junior High School, yet they still have difficulty comprehending what they are reading. The preliminary analysis of their reading comprehension score reveals that they are still below the Minimum Completeness Standard (SKM) of SMA Alkautsar Kabupaten Banyuwangi. Their English achievement was taken from the pre-test done before the implementation of the VLP strategy. The average score was 41.1. It was far from the Minimum Completeness Standard (SKM), that is 70.

IV. Result and Discussion

4.1 Research Findings

Table1. Cycle 1 Research Time

Steps	Action	Time
Planning	Preparing Pre-test	22 Febuari 2021
	Organizing Lesson Plan	23 - 24 February 2021
	Developing VLP worksheets	25 February 2021
	Developing Observation sheet	26 February 2021
Implementing and Observing	Meeting 1 (Vocabulary)	1 Maret 2021
	Meeting 2 (Oral Production)	3 Maret 2021
	Meeting 3 (Word Prediction)	6 Maret 2021
	Meeting 4 (Reviewing Prediction and Vocabulary)	8 Maret 2021
Reflecting		9 and 10 Maret 2021

Table 2. Cycle 2 Research Time

Steps	Action	Time
Planning	Preparing to revise the strategy	10 and 11 Maret 2021
	Organizing revised lesson plan	11 Maret 2021
	Developing a revised VLP worksheet	12 Maret 2021
Implementing and Observing	Meeting 1 (Vocabulary)	13 Maret 2021
	Meeting 2 (Oral Production)	15 Maret 2021
	Meeting 3 (Word Prediction)	17 Maret 2021
	Meeting 4 (Reviewing and Post-test)	20 Maret 2021
Reflecting		21 and 22 Maret 2021

a. Cycle 1

1. Planning

The researchers prepare VLP strategy to improve students' English achievement in text. The teacher-researchers also organized lesson plans and research instruments, including students' worksheets and observation sheets, in order to gather information. The targeted-criteria of success was also determined. That was 70.

The VLP strategy has been implemented in four meetings of 2 x 30 minutes.

2. Implementing

Meeting 1 (Vocabulary)

The 30 students in the class were grouped in 6. With the result that one group consisted of five students. Then, the teacher introduced the lesson by writing the title "Dewi Sartika Biography" on the board while asking questions: "What do you think about these words?" Then listed some possibilities words on the board. Next, the teacher distributed VLP worksheet. It was consisted of closed-test text of "Dewi Sartika Biography". Then the students were asked to find the synonyms and the antonyms of the words and made words categorization. The dictionary was used in this part to find the definition of the words. Next, in the structural analysis, the teacher asked to the students: "Which words mean 'terrible'?" The answer is 'heavy burden'.

Then, the students made a list of some vocabularies on the board while other students guessing the meaning of those vocabularies and wrote them down on the board. After that, the teacher asked the students to brainstorm the text and described their idea. The teacher also shared the Biography related to the idea of the text to scaffold the assignment. Finally, each group should verbally describe the text as well as wrote them down in their worksheets.

In this step, the teacher-researcher can gather the qualitative data from the observation and quantitative data from the worksheet done by the students.

Many students were not brave enough to put their opinions on the board and their answers in identifying the meaning of some words written on the board were still dubious. They did not actually realize the meaning of the new words when they were asked to write them down. Some of the students were forced to come to the front and write down the new vocabulary by the teacher.

There are still many mistakes in choosing the proper words to fill in the blanks on the worksheets completed by the students in their groups.

Meeting 2 (Oral Language)

Oral Language was the topic of the second meeting of the VLP implementation in the Classroom Action Research. The students learned how to appropriately pronounce English words and sentences in this section. As the source of oral production, the teacher will lead the students by pronouncing words, followed by the students pronouncing the same words and sentences as the teacher.

Before beginning the session, the teacher reminded the students of their previous meeting and had them brainstorm about what they had learned in the previous lesson. The teacher asked a series of questions based on the students' prior knowledge. Furthermore, the teacher utilized prefixes, phonetic sounds, and word categories to introduce some new vocabulary to the students. The students' responses to each question were recorded properly and also on their workbooks. During this phase of the class, the students were not permitted to consult the dictionary. The teacher then introduced the appropriate pronunciation of each word on the board by producing oral production, which was

followed by the students. The students must repeat the words as they were spoken by the teacher.

The students were then instructed to describe the part of speech of each word presented on the board, which was in the form of sentences, as part of semantic analysis. The teacher also asked the students about the phonic analysis. The question is: "In which words do you find the same sound of 'i' in 'seed'?"

In the second step, teacher-researcher obtained the data from the observation during the lesson. The students seemed very motivated in the oral production section. They were very motivated in learning pronunciation. Although some students looked nervous when producing oral English words, they progressively gained confidence in their ability to do so.

Meeting 3 (Prediction)

The students are instructed to work in groups. They still in the previous groups as in meeting one and meeting two. They were asked to make predictions about the word based on their prior knowledge at this meeting. To enhance comprehension, the teacher-researchers wrote the students' responses on the board. The students were then required to read the text aloud in groups, utilizing highlights, sticky notes, or notes as a reading comprehension strategy. The teacher prepared a worksheet with a text in it. The text title was "Kartini Biography". The questions prepared are related to the text. They were categorized into characterization, setting, mood or feeling, and events. Then the teacher recorded the students' answers on the board. It was aimed to improve the students' reading comprehension while reading the text in this lesson.

- Characterization

The teacher asked question in front of the class: "Which words tell you the Biography about?"

Group 1, 4 and 5 answered: "She walked around village."

Group 2, 3, and 6 answered: "she screamed to show discrimination in women"

- Setting

The teacher asked a question to the students: "According to you, where the Biography takes place?"

Group 1: "under the tree"

Group 2, 4, 5, and 6: "in the rice field"

Group 3: "in a vacant lot in a village"

- Mood or Feeling

"Do any of the words show the mood or the feeling in the Biography ?" asked the teacher.

Group 1 and 6: "boasted and clever"

Group 2 and 5: "She wanted to build education place"

Group 3: "women should have same chance in society."

Group 4: "She cried to show the condiotion."

After asking students comprehension to the text, the teacher asked the students to read silently and using highlights and make notes as reading comprehension strategies.

Meeting 4 (Reviewing Prediction and Vocabulary)

The students in groups handed completed VLP worksheets done during the strategy of VLP was implemented and the copies of the text as well. There are two texts, 'Dewi Sartika Biograhay' and 'Kartini Biography'.

The students of XI IPS were then given a post-test of text by the teacher. The texts in the post-test are those that were learned as part of the VLP strategy implementation.

3. Observing

Through the observation, the teacher-researcher gather qualitative data of the students' attitudes during the implementation of VLP strategy. The points in the observation sheet were students' engagement while implementing meeting one, that was vocabulary lesson. Then, the students' engagement during the implementation of VLP in the second meeting, that was oral language production. Other was the implementation of VLP in the third meeting, that was prediction.

4. Reflecting

In Classroom Action Research, the data analysis is in the reflecting stage. The teacher-researchers analyzed the observation sheets, which contained information about the students' participation during meetings 1, 2, 3, and 4. The observation sheet showed that not all the students took part in the classroom activities during the implementation of the VLP strategy. The students appeared to lack confidence and the ability to express their opinions. In fact, they were able to answer the questions fairly effectively when they had to write them down in their notebooks or on their worksheets. Only a few students have the courage and confidence to interact with their teammates in a class discussion.

The teacher-researcher also collect the completed VLP worksheets. From the worksheet the teacher-researcher noticed the students correct or incorrect predictions and responses in the reviewing session in meeting three.

The teacher-researcher collect the quantitative data of students' post-test. From the post-test it could be concluded that the average score was below the targeted-criteria of success, that is 67.5. As a consequence, the second cycle must be held to reach the criteria of success, that is 70.

b. Cycle 2

Planning

The teacher-researcher revised the lesson plan used in the second cycle, hopefully the revised one will have the students reach the criteria of success. The revision part was just in some part of VLP strategies, that did not change the strategy. The subjects of the research were still the same. They are the students of XI IPS of SMA Alkautsar in the academic year of 2021/ 2022. The strategy will be implemented in the classroom in four meetings of 2 x 30 minutes.

Implementing

This is the second cycle of the classroom action research done to implement the VLP strategy. The second cycle were done since the first cycle still did not get the targeted criteria of success, that is 70. The average score in the first cycle was just 67.5.

There were 4 meetings in the second cycle. It was on 13 Maret 2021 until 20 Maret 2021. 2 x 30 minutes were taken in each meeting.

Meeting 1 (Vocabulary)

The 30 students in the class were divided into 9 groups, with four people in each. The teacher-researcher then began the session by writing "Dewi Sartika Biography " on the board and asking students, "What do you think about these words?" Then the teacher began write some words related to the title. Then the students continued to write on the list of

probable words to learn on the board that were related to the text. Students' understanding of the terms was improved by the teacher-researcher recalling prior knowledge of something relevant to the words. After all of the students had participated in the class, the teacher passed them the VLP worksheet. It was made out of text from "Dewi Kartika Biography," which was closed-text. The students were then asked to identify synonyms and antonyms for the words and categorize them. The definitions of the words were found using a dictionary in this section. Following that, during the structural analysis. Then, for the example, the teacher then asked the students in the structural analysis, "Which words have a prefix meaning "terrible"?" "Heavy burden" is the answer.

The students then created a list of vocabulary words on the board, while others guessed the meaning of those words and wrote it down on the board. The teacher then encouraged the students to brainstorm ideas for the text and describe them. To scaffold the assignment, the teacher also presented a recount relating to the text's main topic. Finally, each group should describe the text verbally as well as wrote them down in their worksheets.

The teacher-researcher gathered qualitative data from the observation sheet as well as quantitative data from the students' completed worksheets in this step.

It differed from the first cycle in that practically every student participated in the learning process. They appeared to be quite enthusiastic about learning text. As a result, the students did not hesitate to come in front of the class and write their thoughts on the board and expressed their opinion verbally as well.

Despite the fact that there were still a few grammatical errors, it was a lot better than what the students did in the first cycle, which was to fill in the blanks on worksheets that their groups had already finished.

Meeting 2 (Oral Language)

Oral Language was the topic of the second meeting of the VLP implementation in this Classroom Action Research. The students learned how to appropriately pronounce English words and sentences in this section. As the source of oral production, the teacher will lead the students by pronouncing words, followed by the students pronouncing the same words and sentences as the teacher.

After that, the teacher reminded the students of their previous meeting and had them brainstorm about what they had learned in the previous lesson. The teacher next asked a series of questions based on the students' prior knowledge.

Furthermore, the teacher utilized prefixes, phonetic sounds, and word categories to introduce some new vocabulary to the students. The students' responses to each question were recorded properly and also on their workbooks. During this phase of the class, the students were not permitted to consult the dictionary. The teacher then introduced the appropriate pronunciation of each word. The teacher wrote several words and their phonetical transcriptions on the board before starting the class so that the students could easily see how the words were pronounced correctly. In addition, the teacher demonstrated how to pronounce each phonetical symbol on the board which was followed by the students. The students must repeat the words as they were spoken by the teacher. Then they practiced it repeatedly.

The teacher then put the words in the sentences on the board, and the students were assigned the task of describing the part of speech of each word in the sentences on the board, which was part of the semantic analysis. The teacher also inquired about phonic analysis with the students. "In which words do you discover the same sound of "i" as in "seeds?" simply asks the question.

The data for the second meeting came from the observations made during the lesson by the teacher-researcher. In the oral production part, the students appeared to be highly enthusiastic. They were quite enthusiastic about learning pronunciation. All of the students seemed to enjoy and be enthusiastic about practicing pronunciation in the second cycle. Their self-confidence grew.

Meeting 3 (Prediction)

The students are instructed to work in groups. The members of the groups were smaller than the groups' members in the first cycle. The students were still in the previous groups as in meeting one and meeting two. They were asked to make predictions of the words based on their prior knowledge at this meeting. The teacher gave more time to recall students' prior knowledge for predicting the meaning of the words in the text provided than in the first cycle. To enhance comprehension, the teacher-researchers wrote the students' responses on the board.

The students were then required to read the text aloud in groups, utilizing highlights, sticky notes, or notes as a reading comprehension strategy. The teacher prepared a worksheet with a text in it. The text title was "Kartini Biography". The questions prepared are related to the prediction. They were categorized into characterization, setting, mood or feeling and events or outcomes. All of the questions were based on the text provided. Then the teacher recorded the students' answers on the board. It was aimed to improve the students' reading comprehension while reading the text in this lesson.

- Characterization

The teacher asked question in front of the class: "Which words tell you the Biography about?"

Group 1 and 2 answered:

- "Dewi Kartika cared society."
- "The situation is Tribble."

Group 3 and 6 answered:

- "Dewi Kartika met girls at villages."
- "She given idea to girl society."

Group 4,5 answered:

- "She thought girl society."
- "Women should be brave and depend "

It can be concluded that all the groups answered the words "dewi kartika go to vilages, she really cares on society. Yhe society was tribble. She got idea to teach them" as the words that tell the reader about the Biography.

- Setting

The teacher asked a question to the students: "According to you, where the Biography takes place?"

Group 1, 2: "under the tree in the vilages"

Group 4, 5, 6: "near the tree in the vilages"

Group 3: "near the tree in a vacant lot in a village"

All the group stated that the setting of the Biography is near the tree, she tought at society at under tree.

- Mood or Feeling

"Do any of the words show the mood or the feeling in the Biography?" asked the teacher.

Group 1 and 6: "the word boasted and clever"

Group 2, 4 and 5: "she got other action at large society"

Group 3: "she did care what happened."

The groups answered the Dewi Sartika was brave and clever, she did not care what happened to her.

After asking students comprehension to the text, the teacher asked the students to read silently and using highlights and make notes as reading comprehension strategies.

Meeting 4 (Reviewing Prediction and Vocabulary)

The students in groups handed out VLP worksheets completed during the VLP implementation strategy, as well as copies of the material. "Dewi Sartika Biography" and "Kartini Biography" are the two texts.

The students of XI IPS were then given a text post-test by the teacher. Individually, the post-test was completed. The texts in the post-test are those that were learned during the first and second cycles of this classroom action research when the VLP strategy was implemented.

5. Observing

Through the observation, the teacher-researcher gathered qualitative data of the students' attitudes during the implementation of VLP strategy. The points in the observation sheet were students' engagement while implementing meeting one, that was vocabulary lesson. Then, the students' engagement during the implementation of VLP in the second meeting, that was oral language production. Other was the implementation of VLP in the third meeting, that was prediction.

6. Reflecting

During the reflecting step, the teacher-researcher analyzed the data. Those are the observation sheet and the result of post-test.

In the second cycle, most of the students took part in class discussion. They looked more motivated and their confidence in expressing their thoughts was evident. The difference between the first and second cycle was that the members of the groups were smaller in the second cycle. There are four students in each group. It was observed that the students in each group were able to communicate easily with each other.

The teacher-researcher also collected the completed VLP worksheets. From the worksheet the teacher-researcher noticed the students' correct or incorrect predictions and responses in the reviewing session in meeting three. Also, the teacher-researcher collected the quantitative data of students' post-test. From the post-test it could be concluded that the average score was above the KKM, that is 77.8. In conclusion, the cycle 2 of the implementation of VLP strategy was done properly that the students of XI IPS of SMA Alkautsar in the Academic Year of 2021/ 2022 could reach the targeted-criteria of success.

4.2 Discussion

The first cycle of this research could not reach the targeted-criteria of success. Then, the cycle 2 had to be done. The VLP strategy must be revised in some parts. However, the revision did not change the strategy itself. The teacher gave more attention to the students and gave more words to be identified in the class discussion. The group members are also reduced, so there is more fruitful discussion in each group. In addition to learning vocabulary, students also learn to pronounce English words properly and correctly. Therefore, students' self-confidence grows so they dare to express their opinions in front of the class.

As a pre-reading activity, VLP strategy was used before heading to main reading activity. This study revealed the students' reading comprehension was improved by doing pre-reading activity. Since in pre-reading session, students learnt how to master the vocabularies that will be used in the main reading activity so that they might easily comprehend the text. It was in line with the study done by Azizifar, et. al. (2015). The study held in an Iran high school stated that pre-reading stage is an effective activity to improve students' reading comprehension achievement. As a result, the students can engage with the vocabulary they have learned. Therefore, in the main reading activity, the students can easily understand the text as well as read the text aloud since they have learnt how to pronounce the words in the text. Surely, this condition can increase the students' confidence in learning English. As a proof, in the second cycle the students can go beyond the targeted-criteria of success. Their average score in post-test was 77.8.

Therefore, VLP strategy was successful to enhance students of XI IPS SMA Alkautsar in the academic year of 2021/2022 in their reading achievement in text.

V. Conclusion

Appropriate learning strategies must be applied to increase students' reading comprehension skills. Using a VLP strategy during the pre-reading activity is one strategy. This will make students develop a better understanding of the vocabularies that will be provided in the main reading activity. Because students also learn how to pronounce English words appropriately and correctly, the VLP strategy enhanced students' reading comprehension proficiency by improving their motivation to learn and building their confidence in learning English. As a result, the students could express their opinion in the class discussion.

The teacher-researcher recommends to the next researcher to do the VLP strategy in blended learning situation, therefore the research time can follow the students' schedule at school and at home.

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