

THE EFFECTIVENESS OF USING CLUSTER CONNECTION TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTs DARUL IHSAN DURI

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Abstrak

Penelitian ini bertujuan mengetahui keefektifan penggunaan cluster connection terhadap penguasaan kosakata siswa pada siswa kelas 8 MTs Darul Ihsan Duri. Behubungan dengan objek penelitian, peneliti menggunakan metode eksperimen. Model penelitiannya adalah kelompok pretest--post test untuk kelas control dan eksperimen. Penelitian ini diadakan pada MTs Darul Ihsan Duri pada tahun akademik 2015/2016. Populasi penelitian ini adalah kelas 8 MTs Darul Ihsan Duri pada tahun akademik 2015/2016. Total populasi penelitian adalah 62 siswa. Sampel penelitian ini adalah kelas VIII.A sebagai kelas kontrol, dan VIII.B sebagai kelas eksperimen. Kelas VIII.A terdiri atas 31 siswa. Kelas VIII.B terdiri atas 31 siswa. Dalam menganalisis data peneliti menggunakan Independent Sample T-Test. T-Test digunakan untuk mengetahui apakah teknik cluster connection efektif terhadap penguasaan kosakata siswa. Hasil penelitian menunjukkan bahwa penggunaan teknik cluster connection efektif terhadap penguasaan kosakata siswa. Berdasarkan perhitungan statistic dalam menganalisis data peneliti memberikan tafsiran skor posttest pada kelas eksperimen dan kelas kontrol. Dari perhitungan, t-test adalah 2.627 dan t-table adalah 2.00. karena nilai t-test (2.627) lebih tinggi dari pada t-table (2.00). Berdasarkan hasil penelitian, dapat disimpulkan bahwa alternative hipotesis (H_a) diterima dan hipotesis null (H_o) ditolak. Ini berarti pengajaran kosakata dengan teknik cluster connection adalah efektif.

This study aimed to know The Effectiveness of Using Cluster Connection Towards The Students' VocabularyMastery at The Eighth Graders at MTs Darul Ihsan Duri. Related to the object of the research, the researcher used experimental method. The design of the research was control and experiment group; pretest – posttest design. The research was conducted at MTs. Daru Ihsan Duri in the academic year 2015/2016. The population of this research was the eighth grade students of MTs Darul Ihsan Duri. The total population was 62 students. The sample of the research was class VIII.A as control class and class VIII.B as experimental class. Class VIII.A consisted of 31 students. Class VIII.B consisted

of 31 students. In analyzing the research data, the researcher used Independent sample T-Test. T-Test was used to know whether cluster connection technique is effective toward the students' vocabulary mastery. The result of the research showed that using cluster connection technique was effective toward the students' vocabulary mastery. Based on statistical calculation in data analysis, the researcher gave interpretation of posttest score in experiment class and the control class. From the calculation, t-test value was 2.627 and t-table was 2.00. Because t-test value (2.627) was higher than t-table (2.00), it could be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that teaching vocabulary by using cluster connection is effective.

Key words: Vocabulary, Cluster Connection

INTRODUCTION

English is an international language, spreads all over the world. Many countries use English as a mean of communication in the world. Richards and Rodgers (1986:1) said, "English is the world's most widely studied foreign language". English is a foreign language that be taught in Indonesia. It can be proved by designing English curriculum in the whole levels of Indonesian education institutions involve subject of English language, from elementary school, junior high school, senior high school and finally in university. In learning English, students should know about vocabularies because by knowing the words, students will try to use it in order to express idea and communication. Vocabularies have role to express idea and communication in speaking, writing, listening and reading.

Based on preliminary observation on 6th April, 2016 in MTs Darul Ihsan Duri, the students should master vocabulary, the students had low ability in mastering vocabulary. It could be seen from the observation as follows: some of the students had limited vocabularies. The students got difficult to determine the word choice that suitable with their sentence. The students seldom used some new vocabularies if they wrote sentences. So, the students were unusual to use the new words in daily life. They also forgot the new words easily.

Secondly, some of students got difficult to increase their vocabularies. They did not know the strategy to increase of vocabulary. The teacher used monotonous strategy in teaching learning process. Using monotonous strategy in the class make students bored. The students had been less interested in learning English.

The last, some of the students got difficult to memorize vocabulary. They had new vocabularies, but they did not use the new vocabularies in their sentences. If they used the new vocabularies in their sentences, they would be easier to

remember the new vocabularies. By using new vocabularies in their sentences, automatically they would remember it. It would be saved in their memories.

In order to solve the problems, the teacher needs to be more creative in choosing teaching technique that are suitable, enjoyable and fun for the students. One of the techniques in learning English process is Cluster Connection. Cluster Connection enables students to make connection between new words and remaining words they have and they try to develop the core word with other related words. By looking at the vocabulary from the new viewpoint provided by the organizing nature of clustering technique, the students can deepen their understanding and improve access to the vocabulary (Nation, 1990:100). By using this technique in English teaching vocabulary, students will be able to increase their language skills especially in mastering English vocabulary.

Based on the reasons above, the writer is interested in conducting a research entitled: “The Effectiveness of Using Cluster Connection towards Students’ Vocabulary Mastery at Eighth Graders at MTs Darul Ihsan Duri”.

Vocabulary

Vocabulary is an important component of language knowledge because without having many vocabularies, students will get difficult to express their idea. Vocabulary is also a central of language and critical importance of typical language. Without a sufficient vocabulary, people cannot communicate effectively or express ideas. According Hatch and Brown (1995), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. It means that vocabulary involves alphabet order system and also choosing the suitable vocabulary in speaking and writing. Vocabulary is fundamental in speaking and writing English. In listening and reading, vocabulary also has role in comprehending English.

In communication, the students need vocabulary to express idea. They must know how to change vocabulary and using the suitable word in the sentence. Words are important things when we do communication. It is as an instrument. As the instrument when we want to express our idea. Mastering vocabularies can help us to get easier to use language. We need a large number of vocabulary to express idea.

Napa (1991:6) described that vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols of ideas. When idea is expressed, arranging vocabularies are needed in sentences that be used in communication. Vocabulary is an essential in communication with others. If someone does not know the meaning of words used by others in communication, he or she will be unable to respond in the communication. According to Hiebert and Kamil (2005:3), generally vocabulary is the knowledge

of meaning of words. In fact, words come in at least two forms: oral and printed. Oral vocabulary is the set of words for which we know the meaning when we speak or read orally. Printed vocabulary consists of those words for which the meaning is known when we write or read silently. Vocabularies are really needed in all basic skills in English.

Ur (1996: 60) vocabulary can be defined, roughly, as the words are taught in the foreign language. Vocabulary is one of the most important aspects in language teaching, besides grammar and pronunciation. As a stock of words used by a person, it can be defined, roughly as the words are taught in the foreign language. It means that vocabulary is taught in foreign language. It is significant aspect when we teach English.

Furthermore, vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Vocabulary is a principle key in communication in English. Having many vocabularies will help us to do communication well. Coady and Huckin (1997) stated that vocabulary is central to language and critical importance to the typical language learner. It shows vocabulary is a list of words known by person, it is a word of a language and the sum of words used by, understood by, or at the command of a particular person or group or specially vocabulary in English words that are related to the meaning of the words and the way to use them in communication.

Based on the idea above, teaching and learning vocabulary is important because when we teach certain language skills to the students, we teach our students' vocabulary at the same time too. Therefore, it is important for teachers to create some ways in teaching and learning vocabulary. In this case, teachers do not only present the material but also make the teaching and learning process alive and enjoyable in order to make the students understand the lesson easily. By mastering a great number of vocabularies, it is hoped that students to learn a foreign language and use it for communication.

Kinds of Vocabulary

Harmer (2001) distinguishes two types of vocabulary. He divided vocabulary into two types: active and passive vocabulary. The first type of vocabulary refers to the one that the learners have been taught and that they are expected to be able to use. In active vocabulary, the learner can produce and pronounce of the words well. They also can use in the sentences. Meanwhile, the second one refers to the words which the learners will recognize when they meet them, but which they will probably not be able to pronounce. They know the

meaning but they don't use the words in the sentences well. They also don't able to pronounce words well.

According to Anand Field (1997), active vocabulary is also called as *productive vocabulary*. Students can produce and pronounce the words well. They can use the words in their sentences by using correct grammar. Actually, it is related to speaking and writing skill in English language. In speaking, students will produce the words and knowing the meaning. In writing process, the students will arrange the words to be good sentences by correct grammar. Next, passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening, and it also as *receptive vocabulary*. The students understand meaning of the words but they don't use it sentences well. Meanwhile, in active vocabulary, the students understand and using it in their sentences. They will be easy to remind the words.

According to Bauer (1998: 11), you should also note that the tests have been given in your passive vocabulary, the words you recognize. Your active vocabulary, or the words you use, will be smaller. When teachers tell you not to use the word *get* or to find a better adjective to replace *nice*, they are trying to encourage you to transfer words from your passive vocabulary into your active vocabulary.

From explanation above, vocabulary is used in speaking and writing. The students can recognize and understand meaning of words. They can use vocabulary in reading and listening in comprehending of communication. The words will be easy reminded.

Cluster Connection

According to Langan (2002), cluster connection is known as diagram or mapping. In cluster connection, there are line, boxes, arrows, circles to show relationships among the ideas and details. This way will interest the students' attention in learning process. Cluster like a brainstorming activity that generates ideas, images and feelings around a topic or stimulus word. Cluster connection is similar with brainstorming activity that it can be used to generate ideas. Cluster connection is a technique of words cluster generally to be specific and guider. This technique can be used to express the idea that they have. This way describes and clusters specific ideas. Cluster connection can be easier to improve the students' vocabularies.

Cluster connection is an important way to find out a new vocabulary. The students can recall and remind the vocabulary that they have learnt. The students can develop their vocabulary by implementing clustering connection with the linking word. As a technique clustering can be used to facilitate sharing of information, to seek out links, connections or patterns between various facts and

statements through discussion and analysis and consensus-seeking. Students will be more interested to think what relation of the word is. They will be creative to find out a new vocabulary. Students are instructed to assemble, group or categorize similar information into various clusters, thus promoting active learning.

Macdonald and Macdonald (1996:34) say that clustering technique is a type of free associated listing. It begins with a core word, a word that acts as a materials stimulus to make the writer come up with related terms that branch out from the center term. On the term leads to another and another to create a complex network of diverse ideas, all related back in the same way to core stimulus word.

Classroom activity is done in cluster connection by group project. Groups are given a list of statements from which clusters are formed. Students can become creative and visually represent the clusters, patterns and connections using doodles, concept mapping, using colors and etc. As group projects, they can be encouraged to create elaborate pieces like art spirals, posters, and so on. By using presenting group project, they will get easy to remind the words. Learning English will have fun. The students will enjoy in learning process.

Cluster connection is one of simple techniques that can be a simple way to learn vocabulary easily. Cluster connection is a fun for students and they must be enjoyed in learning vocabulary such as finding many new words in English and also its function. By using cluster connection, the students can explore their ideas based on their knowledge and with cluster connection, students can add much new information and get new words. Cluster connection makes a visual map of ideas and frees students from following a strictly linear sequence; thus, it may allow them to think more creative and make new association.

Cluster connection has some benefits toward students' vocabulary mastery. According to Tilton (2011: 2) the benefits are:

1. Can be done individually or with a small group
2. Requires little advance preparation from the teacher
3. Easily implemented by a substitute teacher
4. Facilitates differentiation depending upon words provided to students
5. Familiarizes students with how to use a thesaurus, dictionary, or glossary

Cluster connection known as diagramming or mapping. This technique can help the students who like to think in a visual way. In cluster connection, the teacher can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them. It means that cluster connection is a technique that can help students to increase the students' vocabularies. Visual is a way to make the students' interesting to increase vocabularies. Circle, arrow, and boxes are good way in order to interest students' attention in learning process.

Therefore, Cluster Connection is a technique that can be used to improve access to the vocabulary which means that the aim of this technique is at increasing the association that students make with words by being encouraged to think of words of related meaning and make it in kind of bubble diagram. Clustering technique seems to be important to find out the new words, so that they can recall and remind the vocabulary that they have learnt. Based on the explanation above, the writer concludes that cluster connection is an invention technique to help visual students to organize their idea using lines and circles to indicate relationships. Clustering is a right brain activity. By using cluster connection, the students can find and generate their ideas. They think relation of the word in the circle as topic. This technique will make students creative.

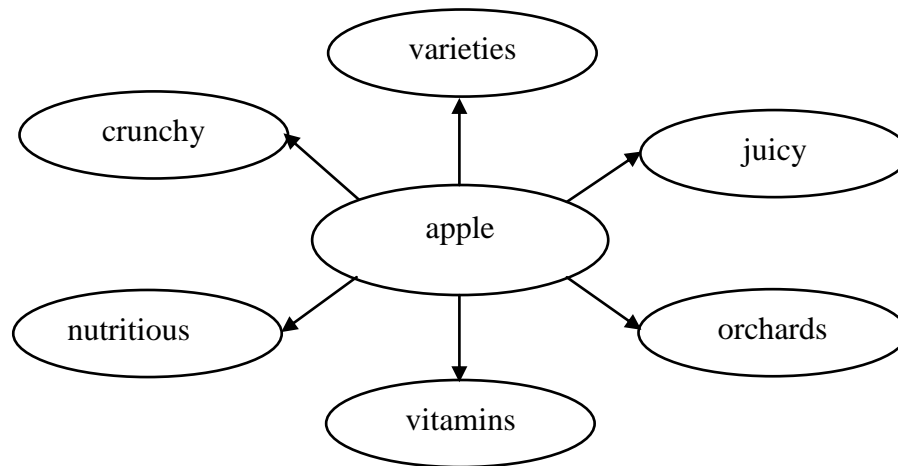
Application of Cluster Connection in Teaching

Pharr and Santi (2005) said that in clustering the students write a topic in center of piece of paper, write ideas suggested by the topic around it, connecting these to the topic with lines, following the same procedures with their subtopics. So, this technique can help the students to stimulate their ideas. This technique can also help the students who like to their thinking in a visual way. This way is interesting for students because use line, box and etc. In clustering connection, the teacher uses lines, boxes, arrows, and circles to show relationships among the ideas and details that occur. This way will make situation of learning process to be fun. It will make the students understand the words easily.

The steps in the process cluster connection according to Tilton (2011: 2):

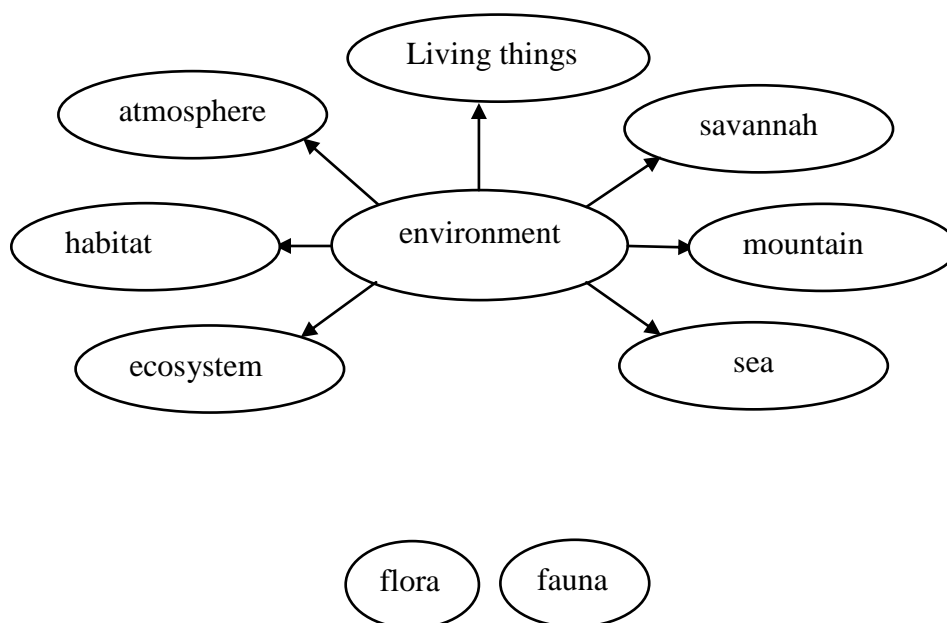
1. Choose vocabulary words from the text
2. Ask student to draw a small circle including the word to the top of a sheet of paper
3. Ask students to use thesaurus, glossary, or dictionary to make a word web using synonyms of the vocabulary word. Students should design a cluster connection for each vocabulary each.
4. After webs are complete, ask students to pair up to share synonyms for each word. The discussion should include how synonyms may or may not slightly change intended meaning. This strategy produce an overview of a subject, suggests specific topics, and yields related details. First; take a fresh sheet of paper and write a general subject in the center. Then circle the word. Jot it near the word then prompted it. Circle the new word. Third; draw a line between the two. Repeat the procedure. The sample cluster began with the main topic. That central idea branched out, leading to the key words related to the topic.

Picture 1
The Example of Cluster Connection



The word must have relation to other problem or situation. From picture above, *apple* has relation to words *nutritious* and *vitamins* because *nutritious*, *vitamins*, and *juicy* are consist in apple. By eating apple make our body to be healthy. While the word *apple* has relation to word *orchards* because apple is planted in orchards. *Apple* is kind of fruit has *varieties*.

Picture 2
The Example of Cluster Connection



The picture above explains that the words around the central word have relation to the central word. For example, the central word in the picture is *environment*, the questions linked to the new vocabulary in the center of the graphic organizer to help the student relate to the term to existing knowledge: *Who is live in environment?* The answer: living things. The word *environment* has also relation to word *flora, fauna, savannah, mountain, and sea*. In *environment* has relation word *habitat* to live living things. An *environment* has word relation *ecosystem* of living things, *flora, and fauna*. Automatically *environment* has also relation word *atmosphere*. *Atmosphere* content of oxygen is used to breath of living things.

By giving a certain key word or target word to the students and ask them to make clustering based on it, we made the students increase their connected vocabularies. It is also able to trigger their background knowledge and helping them in memorizing of new vocabulary. This technique make the students creative to think the connection of the key word, it will be easier to increase of students' vocabularies. By using this technique in English teaching vocabulary, students will be able to improve their language skills especially in mastering English vocabulary.

METHOD

The design of research was experimental research. In this research, the writer used quantitative research by percentage to see the effectiveness cluster connection strategy in teaching vocabulary.

This research was conducted in MTs Darul Ihsan Duri. This research was conducted from February to June 2016. The population of this research was the eighth grades students of MTs Darul Ihsan Duri in the academic year 2015/2016. The total population was 62 students. The students have the same qualification and academic background before doing treatment. They were chosen as the population based on the assumption that they have learnt English for at least one year.

The sampling technique that is used for this research was simple random sampling. In the simple random sampling, the researcher mixes the subjects into the population so that all subjects are considered equal (Arikunto: 2013:177). The sample of the research is class VIII.A as control class and class VIII.B as experimental class. Class VIII.A consists of 31 students. Class VIII.B consists of 31 students.

The technique of collecting data was a way used by the researcher to get data. In this research, the researcher used test. In this research, the researcher used two kind of tests; pretest and posttest.

FINDING

The result of the research shows that using cluster connection technique is effective to increase the students' vocabulary. Based on statistical calculation in data analysis, the researcher gave interpretation of posttest score in experimental class and the control class. From the calculation above, t-test value was 2.627 and t-table was 2.00 because t-test value (2.627) is bigger than t-table (2.00). It could be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) is rejected. It means that teaching vocabulary by using cluster connection is effective.

Descriptive Analysis

Table 1 The Descriptive Statistics of The Students' Post-Test in Experiment Class

N	Valid	31
	Missing	0
Mean		56.13
Std. Error of Mean		2.031
Median		55.00
Mode		50
Std. Deviation		11.307
Variance		127.849
Range		50
Minimum		30
Maximum		80
Sum		1740

Based on the table 1 above, the total of post-test in experiment class from 31 students was 1740 with minimum score was 30 and maximum score was 80. The mean of post test score was 56.13 that considered to 'Average' category. The median had value 55.00 and the mode had value 50 and the standard deviation from these score was 11.307.

Chart1
Post Test Experiment

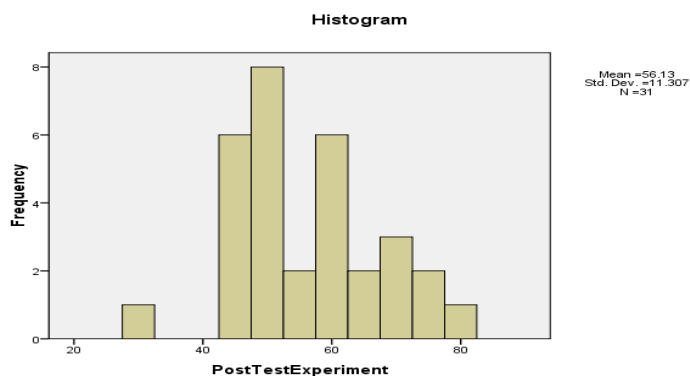
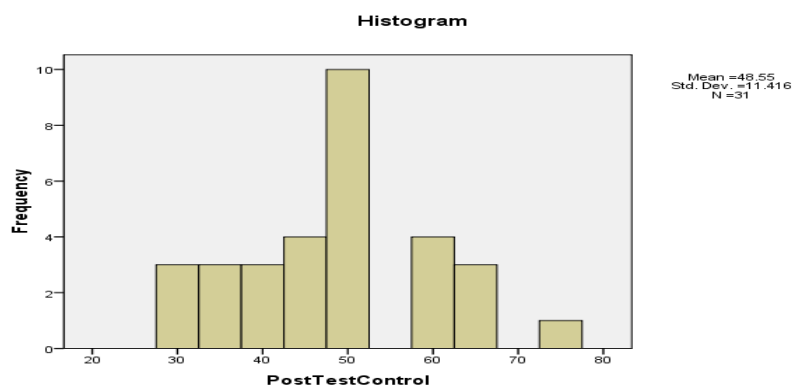


Table 2 The Descriptive Statistics of The Students' Post-Test in Control Class

N	Valid	31
	Missing	0
Mean		48.55
Std. Error of Mean		2.050
Median		50.00
Mode		50
Std. Deviation		11.416
Variance		130.323
Range		45
Minimum		30
Maximum		75
Sum		1505

Based on Table 2 above, total of posttest score in control class from 31 students was 1505 with minimum score was 30 and maximum score was 75.00. The mean of post test score was 48.55 that considered to 'Poor' category. The median and mode had same score that was 50.00 and the standard deviation from these score was 11.416.

Chart 2 Post Test Control



Inferential Analysis

1. Normality test

A normality test is a statistical process used to determine if a sample or any group of data fits a standard normal distribution. A normality test can be performed mathematically or graphically. Basis for a decision in the normality test: if the significance value greater than 0.05 then the data is normally distributed. Conversely, if the significance value is greater than 0.05, then the data are not normally distributed.

**Table 3 Test Distribution of Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		31
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	11.20297899
Most Extreme Differences	Absolute	.143
	Positive	.143
	Negative	-.100
Kolmogorov-Smirnov Z		.794
Asymp. Sig. (2-tailed)		.553

Test distribution is Normal.

Based on Table3 above, the significant value is 0.553. It indicates that the significant value is $0.553 > 0.05$. It indicates that the data are normally distributed.

Independent Sample T-test

Table 4 Independent Sample T-Test

Post Test	N	Mean	Std. Deviation	Std. Error Mean
Post E	31	56.13	11.307	2.031
Test C	31	48.55	11.416	2.050

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post Test	Equal variances assumed	.094	.760	2.627	60	.011	7.581	2.886	1.808	13.353
	Equal variances not assumed			2.627	59.994	.011	7.581	2.886	1.808	13.353

From Table4 above, the independent sample t-test showed that the t-value was 2.627, its degree of freedom was 60, significance was 0.011, the mean difference was 7.581. By comparing number of significance, if the probability $> 5\%$ (2.00), the alternative hypothesis (H_a) is accepted. If the probability $< 5\%$ (2.00) null hypothesis (H_o) was accepted. Because the t-test was $2.627 > 2.00$. Thus, H_a was accepted while H_o was rejected.

2. Eta squared

Effect size of using Cluster Connection technique on students' vocabulary mastery at Mts. Darul Ihsan between posttest from the experimental class and control class, the writer found out the effect size as follows:

$$\begin{aligned} \text{Eta squared} &= \frac{t^2}{t^2 + (N - 1)} \\ \text{EtaSquare} &= \frac{2,627^2}{2,627^2 + (31 - 1)} \\ \text{EtaSquare} &= \frac{6,901}{6,901 + 30} \\ \text{EtaSquare} &= \frac{6,901}{36,901} \\ &= 0,187 \\ &= 0.19 \end{aligned}$$

From the guidelines of eta square Guildford rule of thumb, which the interpretation of this value is:

Table 5 Category of Eta Squared

Effect Size	Cohen's standard
0,01 - 0,05	Small
0,06 - 0,13	Medium
0,14 - 1,00	Large

Source Cohen, 1988

The effect size for the difference above was 0.19. Therefore, the writer can conclude that there was a large effect obtained from students' vocabulary mastery scores before and after being taught by using Cluster Connection technique.

DISCUSSION

1. Experiment Class

The mean score of posttest in experimental class from 31 students was 56.13 with minimum score was 30 and maximum score was 80.

2. Control Class

The mean score of posttest in control class from 31 students was 48.55 with minimum score was 30 and maximum score was 75.

3. Significant Experiment and Control Class

a. Normality test

Basis for a decision in the normality test: if the significance value greater than 0.05 then the data is normally distributed. Conversely, if the significance value greater than 0.05 then the data are not normally distributed. The value shows the significant value is 0.553. It indicates that the significant value of $0.553 > 0.05$. It indicates that the data are normally distributed.

b. Independent sample t-test

If probability $> 5\%$ (2,00), null hypothesis (H_a) is accepted. If probability < 0.05 (2.00) alternative hypothesis (H_0) was accepted. Because the t-test was $2.627 > 2.00$, thus, H_a was accepted while H_0 was rejected. It means that there was an effectiveness of using cluster connection toward the students' vocabulary mastery at MTs. Darul Ihsan Duri.

c. Eta square

The value of Eta Square was 0.19. Therefore, the writer can conclude that there was a large effect obtained from students' vocabulary mastery scores before and after being taught by using Cluster Connection technique.

CONCLUSION

The main goal of the research was to find out the effectiveness of using Cluster Connection towards students' vocabulary mastery at eighth graders at Mts. Darul Ihsan Duri concluded as follows:

- Based on the recapitulation of the students' score in pretest of vocabulary before using Cluster Connection technique in teaching vocabulary at eighth grade of MTs. Darul Ihsan Duri, the total score of pretest in experiment class was 1290. It was classified into **poor** level.
- The Students' vocabulary after using Cluster Connection technique in teaching vocabulary at eighth grade of MTs Darul Ihsan Duri had improved. The total score of post-test in experiment class was 1740. It was classified into **average** level.
- Based on the data of students' score, it can get mean of class, mean in pretest was 41,61 and posttest was 56,13. The value of t-test was 2,627. In degree of significance 5% from 60 in t-table = 2.00. After obtaining t-test, the researcher compared it with each values of the degree of significant.

t-test $>$ t-table H_a accepted, H_0 rejected

t-test $<$ t-table H_0 accepted, H_a rejected

from the data:

t-test (2,627) $>$ t-table 5% (2,00), it means that **H_a is accepted.**

In other words, it means that there is an effectiveness of pretest and posttest mean scores of using Cluster Connection technique in the experimental class.

In conclusion, teaching vocabulary by using Cluster Connection technique on the students' at eighth grade of MTs Darul Ihsan Duri was **accepted**.

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