

**THE EFFECT OF LANGUAGE EXPERIENCE APPROACH ON
STUDENTS' COMPREHENSION IN READING RECOUNT TEXT
(A STUDY AT THE TENTH GRADE STUDENTS OF
SMA NEGERI 1 SIBABANGUN)**

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Abstract: The effect of language experience approach on students' comprehension in reading recount text (A study at the tenth grade students of SMA Negeri 1 Sibabangun). The aim of this research is to know: 1) The extent of the application of language experience approach on students' comprehension in reading recount text, 2) The extent of the students' comprehension in reading recount text before and after using language experience approach, and 3) Whether there is a significant effect of language experience approach on students' comprehension in reading recount text. The population of this research is all the tenth grade students which are divided into seven classes and total are 193 students. The sample is using systematic sampling is 32 students. This study is carried on by using experimental method. The data is collected by giving observation and test. The writer uses statistic processes in analyzing data by using formula of t_{test} . After collecting the data, it is found that the application of Language Experience Approach on students' comprehension in reading recount text is 3.6. It is categorized "Very Good". The students' comprehension in reading recount text before using Language Experience Approach is 79.06. It is categorized "Good". The students' comprehension in reading recount text after using Language Experience Approach is 83.91. It is categorized "Very Good". The calculation of t_{test} formula is 10.08, meanwhile the score of the t_{table} 5% significant level is 2.04. It is found that t_0 calculation is bigger than t_{table} ($10.08 > 2.04$). It showed H_a is accepted, it means that there is a significant effect of students' comprehension in reading recount text before Language Experience Approach at the tenth grade students of SMA Negeri 1 Sibabangun.

Keywords: Language Experience Approach, Reading, Comprehension, Recount.

Abstrak: Pengaruh pendekatan pengalaman bahasa terhadap pemahaman siswa dalam membaca teks recount (Studi pada siswa kelas XI SMA Negeri 1 Sibabangun). Tujuan dari penelitian ini adalah untuk mengetahui: 1) Sejauh mana penerapan pendekatan pengalaman bahasa pada pemahaman siswa dalam membaca teks recount, 2) Tingkat pemahaman siswa dalam membaca teks recount sebelum dan sesudah menggunakan pendekatan pengalaman bahasa, dan 3) Apakah ada pengaruh yang signifikan dari pendekatan pengalaman bahasa

pada pemahaman siswa dalam membaca teks recount. Populasi dalam penelitian ini adalah semua siswa kelas X yang dibagi menjadi tujuh kelas dan totalnya adalah 193 siswa. Sampel yang menggunakan sampling sistematis adalah 32 siswa. Penelitian ini dilakukan dengan menggunakan metode eksperimen. Data dikumpulkan dengan memberikan observasi dan tes. Penulis menggunakan proses statistik dalam menganalisis data dengan menggunakan rumus ttest. Setelah mengumpulkan data, ditemukan bahwa penerapan Pendekatan Pengalaman Bahasa pada pemahaman siswa dalam membaca teks recount adalah 3,6. Itu dikategorikan "Sangat Bagus". Pemahaman siswa dalam membaca teks recount sebelum menggunakan Pendekatan Pengalaman Bahasa adalah 79,06. Itu dikategorikan "Bagus". Pemahaman siswa dalam membaca teks recount setelah menggunakan Pendekatan Pengalaman Bahasa adalah 83,91. Itu dikategorikan "Sangat Bagus". Perhitungan ttest formula adalah 10,08, sedangkan skor ttable level signifikan 5% adalah 2,04. Ditemukan bahwa perhitungan t_0 lebih besar dari ttabel ($10.08 > 2.04$). Ini menunjukkan H_a diterima, itu berarti ada pengaruh yang signifikan dari pemahaman siswa dalam membaca teks recount sebelum Pendekatan Pengalaman Bahasa di siswa kelas sepuluh SMA Negeri 1 Sibabangun.

Kata kunci: Pendekatan Pengalaman Bahasa, Membaca, Pemahaman, Penghitungan Ulang.

I. INTRODUCTION

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. The aim of reading are to understand idea, the ability to know the function of a text, to get information, to get understanding, to get happy, can understand the idea or opinion that is listened directly or indirectly. Comprehension is the ability to understand completely and be familiar with a situation. Reading comprehension is the ability to read text, process and understand its meaning. The function of reading is make us can get knowledge or information wider. Reading nowadays is always related into genre.

Genre is the kind of the text that must be able to be mastered by the student. Recount text is a kind of text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audiences or the readers. Nowadays, not all the students are successful in reading recount text. This can be happened because of many factors that always affect the quality of students learning. There are some factors that cause the students has low ability in reading recount text. They are external and internal factor. The external factor is the factor out of student selves. It includes environment, social, the equipment's study and so on. In other hand, internal factor there is in the students selves. It is included motivation, health, mind set and so on.

It can be seen from the students DKN in SMA Negeri 1 Sibabangun. The students' score of English on students' comprehension in reading recount text material is on average 70 when the writer gives pre test to the students. Meanwhile, the criteria of minimum score (KKM) of reading skill is 75. Based on this average, it means that the students' score is below the KKM. If we do not solve these problems, the students' comprehension is low. Consequently education in our country is not going experience growth.

There are many ways that must be done by the teacher in order to make teaching learning process successful, for examples; prepare teaching material, participate, motivate them to increase their understand, and the teacher should be able to use some approaches in order to get the best result in teaching.

If it is not solved, it will bring the difficulties for the students in mastering the materials in English especially on students' comprehension in reading recount text. Therefore, the students will be born, inactive, and they do not participate in teaching learning process in class and in teaching learning process. The students will think that English is the difficult lesson. They will not interest to follow English subject, and always think that English is difficult and not an interesting lesson.

Actually, there are many approaches that can be used on students' comprehension in reading recount text, such as; language experience approach. Language experience approach is teacher here method can arise the motivation of the students especially on students' comprehension in reading recount text. By using language experience approach, teacher has effort to motivate the student's interest in English especially on students' comprehension in reading recount text. Therefore, the writer thinks that language experience approach is the effective approach to teach students' comprehension in reading recount text.

Based on the explanation above, the writer believes that language experience approach is suitable for students' comprehension in reading recount text. So, the writer conducts a research about: "The Effect of Language Experience Approach (LEA) on Students' Comprehension in Reading Recount Text (A Study at the Tenth Grade Students of SMA Negeri 1 Sibabangun)".

a. Students' Comprehension in Reading Recount Text

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Comprehension is the ability to understand completely and be familiar with a situation. Reading comprehension is the ability to read text, process and understand its meaning. According to Iwuk (2007:7), "As a visual process, reading means a process of translate written symbols (alphabets) to orally words". While, Bukhari (2010:12) says, "Reading is a process of make a reading that is on a text and involve language components, idea, intonation, style that involve in context category and context components that out of language components".

Based on the explanation above the writer concludes that reading is one of the main English skills. Reading is mastery of basic process to the point where they are automatic so that attention is freed for the analysis of meaning, besides that reading is controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehension. The process of reading is undertaken to reduce uncertainty about meanings a text conveys. Siahaan (2008:20) says, "There are four aspects to identify in reading comprehension, they are: 1) Topic, 2) Main idea, 3) Supporting idea and 4) Vocabulary". Therefore, in this research the writer will discuss about the four aspects one by one.

A well organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic

sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph.

According to Siahaan (2008:21), "The topic sentence is the introductory part of a paragraph. It is the most important part of the paragraph. It introduces the main topic of the paragraph. In addition, to that, it introduces the controlling idea of the paragraph. The topic sentence is usually at the beginning of a paragraph". While, Langen and Jenks (2012:1) say, "The topic is the subject that the selection is about. The main idea can usually be located if you can determine what the topic is".

Based on the explanation above, the writer concludes that topic sentence is the most important sentence in a paragraph. Sometimes referred to as a focus sentence, the topic sentence helps organize the paragraph by summarizing the information in the paragraph. In formal writing, the topic sentence is usually the first sentence in a paragraph although it doesn't have to be.

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about. Once we can find

the topic, we are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. A main idea is important information that tells more about the overall idea of a paragraph or section of a text.

According to Langen and Jenkin (2012:1), "Main idea is chief point an author is making about topic. It sums up the author's primary message". While, Bahne (2010:1) says, "Main idea is the most important idea about the topic (usually a sentence)".

Based on the explanation above, the writer concludes that main idea the sentence in which is the main idea of the paragraph. The main idea is explained by the other sentences in the paragraph, which referred to the explanatory sentence. Another name for the main sentence is topic sentence. A paragraph in which said complete if there are explanatory sentences in full to show the main idea or main sentence. The main idea is defined as the main point of a speech or piece of writing. The main idea is an idea or notion that the subject of paragraph development. The main idea is contained in the main sentence. In a paragraph there is only one main idea.

The characteristics of the supporting idea which is contained an explanation of the detail, description, examples, etc. In addition, the supporting idea has a meaning when it is connected with the sentences in the paragraph. Then the supporting idea often needs conjunction to connect word to word. Supporting idea is a sentence that contains the idea of supporting or being the

main sentence explanation. Supporting details provide the information that supports the topic sentence. We can create supporting details with descriptions, examples, reasons, explanations, and comparisons.

According to Boushey (2014:1), "The supporting ideas are the more focused arguments that bolster the main ideas. They have a clear and direct connection with the main idea. They are backed-up by evidence or illustrated by examples". While, Bahne (2010:1) says, "Supporting details is bits of information used to support main idea".

Based on the explanation above, the writer concludes that supporting sentence is support and elaboration basically, just more detail under the topic sentence. The supporting idea in each paragraph should be a unity of ideas. In composition is called cohesive. In addition, the relationship between the sentences of the other sentences in a paragraph should relate to each other is called coherent. Supporting details are additional details that support the topic sentence in a paragraph. It lets the reader understand and learn more about the main idea. These details can be reasons, descriptions, examples, explanations or comparison.

Vocabulary is the basic language aspect that must be mastered before mastering English skills. Vocabulary is the collection of words that an individual knows. Vocabulary is as the total number of words in a language, vocabulary is a list of words with their meanings.

According to Hornby (2006:1645), "Vocabulary is all words that a person knows or uses and it is all the words in a particular language". Then, Neuman and Dwyer (2009:385) says, "Vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

Based on the explanation above, the writer concludes that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is reason why it is important to learn vocabulary. Vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

There are many kinds of text that can be used in reading material, they are recount, narrative, descriptive, report, procedure, analytical exposition, hortatory exposition, review, discussion, news item, spoof, explanation, and anecdote. In this research, the writer is interested to recount text. Recount text is a kind of text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audiences or the readers. Recount text is a text that creates imaginative stories and wrote the event or events that have occurred.

According to Pardiyo (2009:120), "Information about various activities that has been done and explained in recount text form". Next, Iwuk (2007:63) says, "Text with recount genre is text that contain of activities in the past. The moments tell again orderly".

Based on the previous explanations, the writer concludes that recount text is a text that tell about the events, activities and someone's experience that happened in the past time and has purpose to inform and entertain reader and also contain of actions or activities in the past. Therefore, the moments tell again orderly.

Social function means the social aim or purposes of the text. Social function of recount text is to retell events for the purpose of informing or to describe the way things are with reference to range of natural, man, male and social phenomenon in our environment.

According to Pardiyono (2007:63), "Recount text can be defined as a text that made to inform about activity in the past". Next, Siahaan and Shinoda (2008:43) say, "Text function is to describe the way things are, with reference to a range of natural, man-mode and social phenomena in our environment".

Based on the explanation above the writer concludes that the social function of recount text is to inform or to entertain the audience. So, in recount text, a teacher must give the explanation about the generic structure to write recount text.

Recount text is a text which contains three components. The first is the orientation. It does not necessary have only a single clause. In a longer yarn, it may contain as many clauses. This number depends on what needs to be reported. The second contains some events. These components are about some related events.

According to Maharani (2007:69), "Recount text has structures as follows: 1) Orientation contains actor, time, and place of story, 2) Events contains the events orderly, and 3) Re orientation contains a private opinion. Re-orientation has optional character". Then, Pardiyo (2007:64) says, "Rhetorical structures of recount text are: Orientation, Record of events, and Re-orientation. Orientation contains topic of an activity or event. Record of event contains the activities in the past. Re orientation contains the conclusion of the record of event".

Based on the explanation above, the writer concludes that the generic structures of recount text are: 1) Orientation, contains information about what, who, when, where, and why. 2) Sequence of events. 3) Re-orientation, the conclusion paragraph.

Language features are elements that can arrange a text. Language features means the grammar that used in the text. By language features, students can be easy to identify the text, especially recount text. Recount is a text which retells events or experiences in the past. Its purpose is to inform or to entertain the audiences, there is no complication among the participants.

According to Djuharie (2007:44), "Recount text has the generic structure like: 1) noun, 2) individual participant, 3) past tense, 4) time connective and conjunction, for examples: after, before, soon, then, after that, etc, 5) action verb, for examples: stayed, climbed, killed, etc, 6) adverbs and adverb phrases, for examples: yesterday, last week, at home, slowly, carefully, etc".

Then, Pardiyono (2009:120) says, "The general characteristic of recount text is used simple past tense in the predicate for the certain activity in certain time, and for the general reality or general schema, recount text usually use simple present tense form".

Based on the quotation above, the writer concludes that the lexicogrammatical features of recount text are contains the activity in the past, use simple past tense, use time signals: later, then, before, after, and focus on individual participants. To make more clearly, the writer give an example of recount text. Students' comprehension in reading recount text is the capability of the students to comprehend a kind of genre or text that is used to show our experience in the past and there are many events include it. The events must be arranged completely from the beginning until the ending to make the text interesting to read by the reader or the audiences. Recount text has purpose to entertain the reader about the event in past time that can be an experience of someone

b. Language Experience Approach

Language experience approach is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It effectively helps develop learners' print awareness, since learners see the direct connection between images and words. Language experience approach is a literacy development method that has long been used for early reading development with first language learners. It is also perfect for diverse classrooms.

According to Nessel and Dixon in Masruddin (2016:318), “LEA contribution to the reading instruction is based on principles of learning. The main principle is to use the student’s own vocabulary, language patterns, and background on experiences to create reading texts, making reading an especially meaningful and enjoyable process”.

Based on the explanation above, the writer concludes that language experiences approach is strategy requires a student to read a passage or text a number of times while the teacher records the time with the number of words correctly. The student continues to read the same text until a desired goal or criterion is met. Furthermore, it is stated that reading is easier the text closely matches the learner’s own oral language pattern and is aligned with the learner experience.

According to Kubiznová in Masruddin (2016:322), Steps to conduct LEA as follows: a. Choosing the common experience. The teacher cooperates with students to select an activity or an event that can be discussed and consequently written down. b. Discussing the experience. After the common activity had been conducted, the teacher engaged learners in a whole class debate. The main aim was to include as many learners as possible in the discussion. c. Composing the written account. The class cooperates together on developing a written account which should be visible to all learners (on the board, on a flip chart pad or an overhead transparency). At this point, the teacher does not correct the learners’ mistakes since the focus is mainly on the students’ ideas. The teacher must also work to create supportive learning

environment by actively listening and responding to ideas in an encouraging way and creating the environment where mistake can be made without the sense of failure. d. Reading the written account. Once the written account was complete, the teacher and the learners read it aloud focusing on key structures, vocabulary and pronunciation. The teacher (or transcribe) models the language while learners have the opportunity to concentrate more on the correct pronunciation as they are familiar with the content. e. Expanding the experience. Depending on the learners' proficiency levels, various follow-up activities can be performed. At this stage, the mistakes were corrected and the text edited.

Based on the explanation above, the writer concludes that the steps of language experience approach that will be used in this research is Dixon's and Nessel's opinion. 1. Preparing dictation. In this cycle teacher should provide familiar and important topic for the material and ask students to share their stories related with the topic. 2. Taking dictation. In this cycle teacher asks some students to come forward and share their experiences in front of the class while teacher writes down the story on board exactly what students say. 3. Reading the story. In this cycle, teacher asks students to read the story together loudly. Then, give them time to read the story individually to check their understanding. 4. Conducting follow-up activities. In this cycle, teacher can use several of activities related to the topic to support learning process. 5. Developing basic skills. In this cycle, teacher can develop the material based on the students' needs.

To make it clearer, it is better to see the advantages of language experience approach. Advantage of language experience approach is that, from the start, students learn to recognize words in print that are orally very familiar to them. For many students, learning to read their own words, in the meaningful context of their own dictated accounts, is easier than grappling with the unfamiliar language and contexts of a published reading program. Although dictated accounts and the selections in a published reader may be similar in some ways, learners will invariably perceive the dictated accounts to be more relevant, significant, and engaging because they are so closely connected to the learners' own experiences and because they are created while the students watch.

According to Nessel and Dixon in Masruddin (2016:320), Another benefit of taking advantage of the LEA in a class is expanding students' vocabulary. This technique supports the development of vocabulary since students can learn vocabulary relevant to the experience-related topics in a meaningful context. It is recommended that prior to the discussion, the teacher prepares word banks that the learners might take advantage of. This vocabulary is repeatedly practiced at various stages of the LEA and thus more likely to be memorized.

Based on the explanation above, the writer concludes that the advantage of language experience approach is Here are some benefits of the language experience approach: 1) It brings together writing, reading, art, and language, 2) It extends the learners' creativity in storytelling through writing, 3) It helps

learners understand that what they think and say can be written, 4) It is learner-centered and demonstrates that the learners' thoughts and language are valued, 5) It provides reading material that is predictable and readable because it uses the learners' natural language.

To make it clearer, it is better to see the disadvantages of language experience approach. Disadvantage of language experience approach are: 1) Insufficient participation of the less proficient learners, 2) Limited error correction, 3) The preparation for the LEA class may be very time-consuming. To sum up, the LEA has several drawbacks, which require a modification of the LEA to a certain extent. The most criticized one are the unsatisfactory participation of the less advanced learners, the restricted error correction and challenging preparation. However, there exist many possibilities how to successfully prevent or limit these disadvantages.

II. METHODOLOGY OF RESEARCH

The method of this research is experimental method because this method is very suitable to find out the cause-effect relationship between two factors. Arikunto (2009:207) says, "Experimental method is the way to find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence". Anggoro (2007:4.2) says, "Population is the group of complete individual that each characteristic is going to be known". The population of this research is all the tenth grade students of SMA Negeri 1 Sibabangun which are divided into

seven classes and total are 193 students. Arikunto (2010:175) says, "Sample is part or vice of population which should be researched chosen". In other word, sample is part or piece of the population. The total sampling of this research is 32 students by using systematic sampling. The instrument of this research used test and observation. The result of the test is used as the data of this research. The writer used statistic formula or t_{test} formulation to analyze the data.

III. RESULT

The result of Language Experience Approach on students' comprehension in reading recount text at the tenth grade students of SMA Negeri 1 Sibabangun can be seen as follows:

- 1) The application of Language Experience Approach on students' comprehension in reading recount text is 3.6. It is categorized "Very Good".
- 2) The students' comprehension in reading recount text before using Language Experience Approach is 79.06. It is categorized "Good". The students' comprehension in reading recount text after using Language Experience Approach is 83.91. It is categorized "Very Good".
- 3) The calculation of t_{test} formula is 10.08, meanwhile the score of the t_{table} 5% significant level is 2.04. It is found that t_0 calculation is bigger than t_{table} ($10.08 > 2.04$). It means that there is a significant effect of students' comprehension in reading recount text before Language Experience

Approach at the tenth grade students of SMA Negeri 1 Sibabangun.

Therefore, H_a is accepted.

IV. DISCUSSION

After giving pre test and post test to the students, the researcher finds the result of students' comprehension in reading recount text before and after using Language Experience Approach. The score of students' comprehension in reading recount text before Language Experience Approach is 79.06. Meanwhile the score of students' comprehension in reading recount text after Language Experience Approach is 83.91. It can be seen that the students be more active on students' comprehension in reading recount text after Language Experience Approach. Some of the research had been conducted are related to this research.

The writer decides that Language Experience Approach can increase the students' comprehension in reading recount text. It means that to make the students interest to follow the lesson about students' comprehension in reading recount text, the teacher must use Language Experience Approach especially at the tenth grade students of SMA Negeri 1 Sibabangun. The writer chooses language experience approach as the method because from the start, students learn to recognize words in print that are orally very familiar to them. For many students, learning to read their own words, in the meaningful context of their own dictated accounts, is easier than grappling with the unfamiliar language and contexts of a published reading program.

CONCLUSION

There is a significant effect of Language Experience Approach on students' comprehension in reading recount text at the tenth grade students of SMA Negeri 1 Sibabangun. It means that H_a is accepted. The headmaster of SMA Negeri 1 Sibabangun should be able to give direction to the teachers of English about Language Experience Approach and prepare the facilities which are needed. So, the teachers can develop their ability in teaching learning process especially on students' comprehension in reading recount text.

The English teachers of SMA Negeri 1 Sibabangun should be able to choose the suitable ways in teaching and learning process, especially in English. For the reader, the researcher hopes they can get a new knowledge about the application of Language Experience Approach on students' comprehension in reading recount text. For the other researcher this research is just for references for their research not to copy paste it. In the other word, they have to develop their own research.

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