

# **THE EFFECT OF USING START READING WITH SIMPLE STORY METHOD (SSS) ON STUDENT VOCABULARY MASTERY for THE EFL STUDENTS**

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## **ABSTRACT**

*This research discussed about student vocabulary mastery as the foreign language and discussed about the effect of using start reading with simple story on the student vocabulary mastery. Then, the aim of this research was to know, "The effect of using Start Reading with Simple Story Method (SSS) on The Students Vocabulary Mastery at the eight's grade of student in SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan in Academic 2019/2020. The data of this research was collected by quantitative method, and used Quasi-Experimental design. So the research was designed into two group of samples, those were experimental group and control group. SSS method was given for the experimental group but it was not given to control group. Then for collecting data, the researcher conducted pre-test and post test to both of the groups. Finally, base on the result of analyses data, the result of comparison between the mean score of student vocabulary mastery from experimental group and control group. The result was shown that the mean score of student vocabulary mastery from experimental group was 63.38. That score was more than the meant score of students from control group. It was only 53.88. So base on the result of comparing the mean score between from students of experimental group and students of control group, the data showed that there was significant different effect between student students who had been given SSS method and students who had not given SSS method on the student vocabulary mastery.*

**Key words:** Vocabulary Mastery, Start reading with Simple Story method (SSS) EFL

### **A. Background**

In Indonesia, most of the English learners learn English as the foreign language, for the example from the background of Students of SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan in learning English was as foreign language. Then daily language that was used in the school was also Indonesia. It was not easy for English

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learner as the foreign language learned English fluently as like as they learned their own language. For the example in comprehend the reading text between English text and Indonesian text. When the students read text with using their own language, the students had the capabilities to comprehend the main of their own language elements, for the examples were on vocabulary and grammatical structure mastery. Consequently, it was easier for the students comprehend in every written or spoken. Even when the students interacted with their own language, the found the sentences using an idiom, synonym, and others part of the language futures, but the learners had the basic of their own language that could bring them to the easier comprehension. So their own language was improved fast, but it was different when the learners learned English as the foreign language. The students had no much vocabulary as like as they knew much their own language vocabulary and the students also get poor knowledge of the grammatical structure of English, then it really made possibility the students learned English from the beginner level. And of course, even not all of the students should start from very beginner level but it had not be able to be enough for equalizing between the difficultness and an easy level of the learners when the students learned their own language and when the students learned the foreign language. So the problem was how the English learners could learn effectively to get the maximal goal of learning English as the foreign language well.

According to Jeannette.s(2015;285)The central of language acquisition was in the vocabulary learning, whether in the first language, second language, or foreign language. Then, Willy (2016;255) also said that Vocabulary also was one of the basic elements which were very influenced to the proficiency language skill. It was also supported by Scott ( 2002;13) said that David Wilkin had said,” the English proficiency

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of the students will be growth very fast when the students learned much words and have experiences of them". It meant that vocabulary mastery was very important and also needed for the learners to get the goal of English proficiency. Base on the reason so the main problem was how the develop vocabulary for the student of EFL.

According to Langan (1992) said that one of the ways to develop the power of vocabulary was by reading regularly. According to Furukawa (2006) Start with Simple Stories (SSS) Method was a new extensive reading method. According to Otsuky (2012) said," the aim of SSS is in acquiring automaticity for processing basic' English vocabulary and phrases, if the learner got experiences about vocabulary in a sentence, so it could exercise the reader to remember vocabulary that read more and more, then comprehension of English at the basic level was also were be improved, it would bring about more effective reading. Pushpanathan T (2017) said that According to Day and friends," Extensive reading encouraged students to acquire new vocabulary through reading and thus building their vocabulary recognition naturally and students could learn vocabulary incidentally through extensive reading". The, Abdolreza Pazhakh & Rahmatollah Soltani (2010) said that Extensive reading could be considered as a good learning technique to improve learners' vocabulary knowledge. Therefore, to know the effect of using SSS method on the student vocabulary mastery so it was needed to be more analyzing.

The advantages of SSS method that was written in the article of Asian extensive reading guide ([www.erfoundation.org.com](http://www.erfoundation.org.com)). Such us; 1). Allows students to directly contact with natural context of language and see how the language works in textbooks, 2). To build the confidence, motivation, enjoyment of and love toward reading activity

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so it was effective language users. 3). Allow students to read or listen to a lot of English so it reduced the strange feeling when the students read and listen in next times. 4). for developing the good reading and listening habits so it helped the students getting a sense of how grammatical patterns work in context. 5).to help students in building the reading speed and reading fluency. 6).For building the vocabulary size.

The first previous was study of the used of SSS method in Extensive reading program by Furukawa (2006 -2008). It was conducted for the Students of Junior high school in Japan on March 2006. It was done with some steps. It was conducted from 2016 until 2018. The first step of research, the researcher used material by Oxford Reading Tree Series stage 1 until stage 9. It was very easy picture book that was written for British Children to learn to read English. This program finished for about six month. And finally the result of this program report that with learning the basic of grammar and vocabulary, the reading level of students were increase gradually. Then for the next step, the material of ER program also used other series of books, such us; Usborne Young Readings, Walker stories, Ledy bird Tales, Foundation Reading library, and etc. eventually, all of the result of research report that the used of SSS was giving an effect in the reading level of the students.

Acorrding to Furukawa there were three golden rules of SSS ER method. those were; 1).The students might not use dictionary while reading. 2).The students might skip over difficult words. 3).The students might stop reading when it was boring or too difficult. Those olden rules above meant that the process of the using SSS method should encourage students to read without opening the dictionary. When the students found the difficulties of words, they might skip it and continued their reading. The next, when the students felt bored because of some difficulties, so they might stop

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reading, then they might change with others texts or books which they liked for the next reading.

In the other hand, According to Han(2009), there are four the Advantages and Disadvantages using SSS ER method, such us; Reinforce and expand students' knowledge of higher frequency lexical and syntactic core. Next, the students could have a chance to learn unplanned vocabulary when they read many texts. Then the Student promoted their reading fluency. The last, made students had positive attitude and motivation for reading. Scott(2002:59) said that the used of short story could make the students enjoyed in reading, because reading short story did not need opening dictionary as much as in reading the long text. So with that reason, it could support that SSS method also could be alternative method to encourage the learners to be interesting in reading activities toward building vocabulary experiment and improving the vocabulary mastery. Sakai (2002) also said that in SSS ER method recommended one million words can be read for the goal of the SSS ER method. So the learners also needed to read much reading books or texts, because the setting of SSS method was let the students read very simple text of short story.

This research, the SSS method was designed for outside of learning material in the class as the form of additional activity to encourage students to read a lot and gain a lot of experiences about English vocabularies at the eight' grade of students in SMP Plus AL- Islamiyah VII AL Batani Tangerang to encourage students to read a lot and gain a lot of experiences with English vocabularies as much as possible. And it was designed to know the effect of SSS method on the student vocabulary mastery.

## **B. Research Method**

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The method of this research was quantitative. Then, the objective of this research was designed to know the effect of using SSS ER method on the students' vocabulary Mastery *at the eight's grade of student in SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan in Academic 2019/2020* with comparing the student vocabulary mastery from students who had been given SSS method and who had not been given SSS method. So this research was designed into quasi experimental research. The sample of the research was designed into two groups of samples. The first group was experimental group and the second group was control group. Then SSS method was given to the experimental group but it was not given to the control groups. So the research was designed to know the significant different effect on student vocabulary mastery between student who had given SSS method and students who had not been given SSS method

In this research the researcher used a test for the collecting. The test was conducted twice for each group of samples. The first test was called by pre-test which was given to the experimental and control group before the treatment, and second was called by post-test which was given to experimental and control group after treatment. But before the researcher used the instrument of test for the tool to measure, the researcher did construct and content validity test for each items of instrument. According Djaali and Pudji (2008) ,’ the construct validity was the validity that questions any test items that are able to measure what was actually checked in accordance with a specific concept or a predetermined conceptual definition. It meant that the construct of validity instrument must measure what must be measured. For in this research, the researcher did the construct validity test. The researcher asked for

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helping to the expert of English language teaching to checking the instrument worthy to be used or not.

In this research, the test items also had been tried out every item to 30 respondents for analysis the validity of instrument. But for the respondent who was used for tryout were different with the respondent from who was the subject of the research. Then the result of try out from the instrument was analyzed related in validity and reliability level instrument. In this research, the validity and the reliability test of instrument was counted and analyzed by using manual of excel program. The researcher analyzed the validity of instrument by comparing  $r$ -table with the total score of pearson correlation item, and also comparing the sig. (2 tailed) of item with level on the column of total score should lower than 0,05. Then the total score of pearson correlation item was not lower than  $r$ -table. So If the  $r$  value  $>$   $r$  table it could be concluded that the instrument test was valid. And opposite that if  $r$  value  $<$   $r$  table so the item was not valid. The formula of  $R$  table was based on  $(n-2)$  number of student. So if in the research used 30 respondent, so  $R$ -table was  $n-2 = 30 - 2 = 28$ . So  $R$ -table for the data was 0.374.

In this research, the reliability test of item also counted by excel program, with looked for Cronbach' of Alpha of data. If the result the result of cronbach's of Alpha base on standardized item was higher than  $r$ -table, so the data was reliable. The result of the reliability of instruments from the pre-test items was known that, Cronbach' of Alpha was 0,864, so the reliability was very high level because Criteria of Reliability Coefficient was  $0,800 < 0,864 \leq 1,000$ . And the post-test items also had very high level of

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reliability because Cronbach' of Alpha was 0,844. It was Cronbach' was 0,800  $<0,844 \leq 1,000$ .

The population of this research was 32 students from the eighth grade of student from A class and B class of Pandemi Covid -19 era in SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan. The population was divided into two groups of sample which were consisted of 16 students for each group so N for each groups was 16. That alls was divided randomly by the administrator of school. Then the researcher designed both of groups into experimental and control group by lottery.

To determine the proper method for analyzing data to get the answer of the research question, the researcher did normality and homogeneity test by using SPSS program for ensuring that the data had normal distribution and was homogenous. For normality test of this research used analyzing the output of significant from Saphiro wilk table because the samples were less than 50 respondents. With the criteria; If the significant  $(p) > 0,05$  It meant that the significant value higher than 0,05 so the data had normal distribution, but if the significant  $(p) < 0,05$  meant that the significant is lower than 0,05 so the data did not have normal distribution. Then for the homogeneity test, it was analyzed the significant from the output of Test of Homogeneity of Variance table. if significant (sig) in output of the table homogeneity test was less 0,05 ( sig < 0,05 ) so the data was not homogenous. But opposite that, if significant (sig) in output of the table was more than 0,05 (sig> 0,05) so the data was homogenous.

Base on the result of the analyzing data, the data of this research had normal distribution and the data was homogenous because the output of normality test from Shapiro wilk test the significant of pre test from the control group was 0.303 and post



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test was 0.537, next the significant from the pre test of experimental was 0.184 and the post test was 0.219. All of the significant were more than 0.05 so this data had normal distribution. Then for the output of homogeneity test of variance table showed that the significant of variance based on mean was showed in 0.083. So the data of this research was homogenous because the significant was more than 0.05.

Based on the evidence above, the data of this research had normal distribution and was homogenous, so in this research, the researcher decided ANCOVA test to answer the research question, ‘was there any significant different effect on the student’ vocabulary mastery between students who are given by SSS method as the treatment and who are taught by the conventional method?’’. So to get the answer of that problem, In this research, the researcher compared the result of mean score, base on dependent variable: from the post test’ result. But, because the researcher only conducted the research only once, in this research, the researcher did analyses covariate before ensuring the statement of answered. It was done for ensuring that the statement of the result of this research was valid. It meant the researcher ensured that there were not the existences of covariate variable which was possibility changed the statement from the result of compared the mean score from between dependent variables of post test, So for the result of that analyses was explained after this in the next chapter.

### **C. Finding**

Base on the result of the research, SSS method was conducted on 12 October 2020 in SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan just for about five weeks. The research finding was, ‘yes the SSS method had given an effect on the student vocabulary mastery at the eight grade’ student of SMP Plus AL- Islamiyah VII

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AL Batani Tangerang Selatan?, It meant that the using of SSS method was effective at at the eight grade' student of SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan. The researcher also had found that there were different significant effects on the student vocabulary mastery between students who were given SSS method and were not given SSS method''.

Below was the finding of pre –test and post –test data that had been taken from experimental group and control group in SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan ;

**Table 4.1**  
**Pre-test and Pos-test**

<b>EXPERIMENTAL GROUP</b>				<b>CONTROL GROUP</b>			
No	Name	pre test	post test	No	Name	pre test	post test
1	MHR	56	44	17	AF	40	56
2	MDA	40	76	18	DH	52	60
3	MR	52	40	19	DKW	60	68
4	MRH	44	60	20	DDA	56	50
5	MRF	48	76	21	EPA	40	40
6	NS	40	60	22	FA	52	58
7	NNR	52	84	23	FIL	52	56
8	NI	60	56	24	HI	44	52
9	RR	40	60	25	IAS	48	56
10	RA	64	76	26	JDPA	48	52
11	RH	52	60	27	KF	52	60
12	RHN	48	64	28	KT	40	40
13	SNY	48	68	29	MRA	64	68
14	SF	52	76	30	MDA	52	60
15	SNNR	60	72	31	MF	44	52
16	SA	40	42	32	MHF	48	44

Base on the analysis the data of pre-test and post-test above had normal distribution and were homogenous. So base on the research design, the analysis

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covariate might be done in this research to ensure that the statement of alternative hypothesis of this research was valid, that was there was different significant effect on the students of student vocabulary mastery between the students who were given by SSS method and the students who were taught by only using conventional method. Or the opposite that, there was possibility that null hypothesis was accepted and alternative hypothesis was rejected because of there was covariate variable which had been more influent on the dependent variable than the methods that were used on the dependent variable. So in this research, the researcher did analysis covariate with finding of analysis was below;

**Table 4.2**  
**Tests of Between-Subjects Effects**

Dependent Variable:PostTest's

Result

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1185.609 <sup>a</sup>	2	592.805	5.303	.011	.268
	668.446	1	668.446	5.980	.021	.171
Method	701.642	1	701.642	6.276	.018	.178

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Background knowledge	463.609	1	463.609	4.147	.051	.125
Error	3241.891	29	111.789			
Total	114408.000	32				
Corrected Total	4427.500	31				

a. R Squared = ,268 (Adjusted R Squared = ,217)

Base on the output of result of analysis from the Tests of Between-Subjects Effects table on the Dependent Variable above. It was known that the researcher used background of knowledge as the covariate variable in this research. From data of the table 4.2, df was 2, So to know the significant effect from the every variable on the dependent variable, so in this research used 0,05 from standard education research for analyzing the data with 95 % confidence level. So for taking conclusion of analyzing data had been formulated, if the sig > 0.05 so H<sub>0</sub> was accepted and H<sub>a</sub> was rejected, it meant that, there was no significant effect of variable to the dependent variable. IF sig < 0.05 so H<sub>0</sub> was rejected and H<sub>a</sub> was accepted, it meant that, there was significant effect of variable to the dependent variable.

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Base on the significant of variable from Tests of Between-Subjects Effects on the table 4.2. The significant of the method was 0.18 and significant of background of knowledge was 0.051. So the significant of the method was 0.18 less than 0.05. It meant that there was significant effect between the using of methods to the student vocabulary mastery. Then, for the significant from background of knowledge was more than 0.05. So there was not significant effect between background knowledge of the students to the student vocabulary mastery.

Base on the result of analysis from the Tests of Between-Subjects Effects on the Dependent Variable, the quantity of the effect from the each variable alas could be seen from the column of Partial Eta Squared. The Score of Partial Eta Squared had showed that the effect of method on the student vocabulary mastery was bigger than covariate variable that was background knowledge of students. the data had showed that method had given an effect on the student vocabulary mastery for about 17.8 % but the background knowledge of students or covariate variable was only 12.5 %.

The table of data from Tests of Between-Subjects Effects did not give the specific information of independent variable which had been used he sample so for knowing the finding of the specific effect from every method on the student vocabulary mastery which had been given. It could be seen on the output of descriptive of statistic table from the Ancova analysis below;

### **Table 4.3**

#### **Descriptive Statistics**

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Dependent Variable:PostTest's Result

Method	Mean	Std. Deviation	N
Conventional	53.88	8.437	16
SSS ER	63.38	13.261	16
Total	58.62	11.951	32

Base on the data of descriptive statistic on the table 4.3. The comparison of mean score between the mean score of dependent variable from experimental group and control group were known that N of each groups ware 16. So it meant that every group was 16 respondents. Then for the mean score of student vocabulary mastery from experimental group who was given SSS method in teaching learning process as like as the design of the research was 63.38. Then the meant score of students who were given only conventional method in the teaching learning process was 53.88. So base on the data above, the meant score of students from experimental group was higher than mean score of students from the control group. Finally the using of SSS ER method was more effective than conventional method.

#### **D. Discussion**

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Base on the research problem of this research,“ Does the SSS method give an effect on the student vocabulary mastery at the eight grade’ student of SMP Plus AL-Islamiyah VII AL Batani Tangerang Selatan? and Was there significant different effect between students who were given SSS method and who were not given SSS method on the students vocabulary mastery?’. So the objective of the research was to know the effectiveness of using SSS method on the student vocabulary mastery at the eight grade’ of student SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan after getting the treatment and to know the significant different effect between student who was taught by SSS method and student who was not given SSS method. So before conducting this research, the researcher had assumption that there were the significant different effects on the student vocabulary mastery between students who were taught by using of SSS method and who were taught by conventional method. Finally to know the answered of those research questions and to prove the truth the assumption, the researcher had designed this research into quasi experimental design with quantitative method.

Next base on the finding of the research from the analysis data, it was analyzed by ANCOVA test. With 95 % the confidence level, the researcher concluded that there was no significant effect of covariate variable to dependent variable, but opposite that there was significant effect of independent variable to dependent variable. The significant of background knowledge was 0.051, it was more than 0.05, so  $H_0$  was accepted and  $H_a$  was rejected. The meant that there was no significant effect of background knowledge on the student vocabulary mastery before the research was conduct. But for the significant of method was 0.018. It was less 0.05, so  $H_0$  was rejected and  $H_a$  was rejected. It meant that the methods had significant effect to the student vocabulary. So to answer the research question, in this research, the researcher

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compared the mean score of posttest between the mean score of post-test from the experimental group and control group. Based on the result of descriptive statistic on the table 4.3. There were different mean score between experimental group and control group. The mean score of students who was given SSS method from was higher than the mean score of students who was only given conventional method. It meant that SSS was more effective than conventional method. Then based on the significant of the method on the table 4.2 it was  $0.018 < 0.05$  so  $H_0$  was rejected and  $H_a$  was accepted. It meant that there were the significant different effects on the student vocabulary mastery between students who were taught by using of SSS method and who were taught by conventional method.

Based on the result of this research, SSS method was conducted only five weeks and the data was collected just once for one population from the eight' grade' of student SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan, so there was possibility that if this research conducted in the different field, with different times and with different subject, the finding would be different with this research finding. But based on the result of this research, the finding had answered the research problem that the using of SSS method had given an effect on the student vocabulary mastery for the eight' grade' of student SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan. But the result had not showed how effectiveness from the implementation of SSS in teaching and learning students vocabulary mastery because the data was collected just from the result test. There was not more observation or more explanation about obstacles from the implementation of SSS method for the eight' grade' of student SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan because this research just used numerical data from the result of pre-test and post-test instrument.



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## **E. Conclusion**

The first conclusion was supported by analysis covariate. The covariate variable used background of knowledge. Then from that result of analysis covariate, the significant of background of knowledge was 0,51. Then the significant of method was 0,018. If it was concluded, so the significant from the background of knowledge was more than 0,05 so  $H_0$  was accepted. It meant that there was no significant effect of backgrounds of knowledge the student vocabulary mastery. Then the significant of method was 0,018. It was less than 0,05 so  $H_0$  was rejected. So there was significant effect of method to the student vocabulary mastery. The second conclusion, base on the result data analyses, the data analysis from table of Descriptive analysis showed that the means score of students who was taught by SSS ER method was 63.38 but the students who was taught by conventional method was 58.88. It meant that SSS ER was more effective than conventional method. So the using of SSS method was effective on the student vocabulary mastery at the eight grade' of student SMP Plus AL- Islamiyah VII AL Batani Tangerang Selatan. And the last conclusions there were the significant different effects between students who were taught by using of SSS method and who were not given SSS method on the student vocabulary mastery.

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