

THE EFFECT OF USING WEBBING TECHNIQUE ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 9 JEMBER

Akhmad Budiarjo, Wiwiek Istianah, Asish Santihastuti
Jurusan Ilmu Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jember (UNEJ)
Jln. Kalimantan 37, Jember 68121
E-mail :

Abstrak

This article presents research findings on the effect of using Webbing Technique on the eighth grade students' reading comprehension achievement at SMP Negeri 9 Jember. The population of this research was all of the eighth grade students of SMP Negeri 9 Jember in the 2013/2014 academic year. The research respondents were determined by cluster random sampling based on the result homogeneity test. The number of the respondents were 82 students, consisting of 40 students of grade VII-F as the experimental group and 42 students of VII-E as the control group. The homogeneity test and post test have been used to determine the class homogeneity and the students' reading comprehension achievement. The research data were analyzed by using independent sample T-Test (SPSS). The result of this research showed that there was a significant effect of using Webbing Technique on the eighth grade students' reading comprehension achievement. This means that the null hypothesis (H_0) of this research was rejected. This means the alternative hypothesis: "Webbing Technique has a significant effect on the eighth students' reading comprehension achievement at SMP Negeri 9 Jember" was accepted.

Key words: *webbing technique, reading comprehension achievement*

Introduction

English is taught as compulsory subject in Indonesia, especially for Junior and Senior High School. It has four main skills, such as listening, speaking, writing and reading. Reading as one of the four language skills that is taught in SMP and SMA has an important role in bridging the students' understanding on scientific books which are now many written in English. For Indonesian students, reading is likely to become a main point because it will help them understand the message included in printed

texts. In other words, the students are expected to comprehend the content of the text.

The main objective of reading is to comprehend the text. Depdiknas (2003) as quoted in Istianah (2010:53) states, students in Indonesian junior high school are expected to obtain the skills of reading which enable them to master the target language then they would not only be able to get information or knowledge but also enjoyment. Furthermore, at the level of SMP or MTs, reading is learned to get the meanings from reading passages with the various types of

genres or text types. The 2006 English Curriculum of SMP states that the eighth grade students are required to master reading texts in the forms of descriptive and recount texts. That is why, reading needs a serious attention.

Wood (1991:5) discussing the importance of reading points out that reading will become a valuable source of information for students. They will also learn that reading is thinking because by reading students will be able to generate new ideas and solve problem. In this case, Grellet (1996:8) confirms reading as an active skill that involves some activities, such as: guessing, predicting, checking and asking oneself questions. So, reading helps the student sharpening their minds. Moreover, Cooper (1988) as quoted in Payani (2003:47) points out that reading is a process of constructing or developing meaning from printed texts. In line with this idea, Tasnim (2002:133) argues that the readers have a very important contribution in comprehending a reading text. The readers should be active in digesting the reading text so that he can understand the information within the text.

According to Johnson (1973) as quoted, in Payani (2003:47), reading needs comprehension. Comprehension itself is the result of thinking which is triggered by visual symbols. The fundamental concern, then, must be with the thinking process and their application in the reading situation. In line with this idea, Grellet (1996:3) argues that understanding a written text means extracting the required information from the text as efficiently as possible.

Based on the ideas above, it can be concluded that reading comprehension is the process of interaction between the readers and the text in order to get information or messages from the text. In this research, reading comprehension deals with the students' ability to understand reading text given that is descriptive text, as written on the 2006 English Curriculum of Junior High School. Further, their comprehension is shown by their ability to get the information correctly from the text.

For this need, the teacher, in order to help students comprehend the text, can apply a certain technique called webbing. It is a kind of reading technique that can help the students activate what they have already known about the topic given that involves identifying important ideas and specifying their relationship. In this case, the ideas are categorized and related to one another.

The objective of the research was to know whether or not there is a significant effect of using webbing technique on eighth grade students' reading comprehension achievement at SMP Negeri 9 Jember .

RELATED RESEARCH FINDINGS

There are a number of research findings on Webbing Technique as teaching aids that can be used to motivate the students in teaching learning process in the classroom. Webbing technique has different terms and definitions as it is proposed by different experts. Some authors call webbing as clustering, mapping (Buscemi, 2002); clustering (Brannan, 2003); semantic map, text mapping (Carrel, 1995); concept mapping, semantic webs (Copper, 1999); mind maps (Cryer, 1999); webbing (Gillet

and Temple, 1990); date webs, maps (Hennings, 1997); semantic maps, grouping, webbing (Hudelson, 1993); clustering, diagramming, mapping (Langan, 2001); mapping, clustering (Raimes, 1999); and mapping (Wood, 1991). From all the terms above, it can be assumed that webbing technique is similar with clustering, data web, mind mapping, diagramming, and maps. Thus, the different terms for webbing technique basically have the same concept or meaning. In this research, the term that is used webbing because this term is commonly used in reading area. Starko (2010: 187) states that webbing is often used to organize idea and information on a topic.

Brannan (2003:6) states clustering is another good prewriting technique. This method asks students to write a single word or phrase in the center of a piece of paper and then to write down around it any word or phrase that the center word brings to mind. After the students have one or several words connected to the original word, they have to try to connect additional words until they find a grouping that seems of interest. As what Cooper (1999:21) confirms, webbing is a way of organizing the ideas about a particular topic so that the relationships among the various subtopics can be displayed visually. In webbing, the topic and its supporting ideas will be drawn in the form of words or phrases. Each of them is connected one to another and related to the central topic. The result is like a diagram.

According to Hennings (1997:279), data web or map is a network of interrelated words and phrases connected to a central topic and to one another that highlights relationships within a body of information. The students generally need step by step instruction in setting up a reading web, so that the teacher should model the students through the process of brainstorming for designing one web and developing it into branches based on the text. Hudelson (1993:267) also describes webbing technique is one of pre-reading techniques which involves putting a key word in the centre of the blackboard. Students are asked to brainstorm other words which that key word brings to mind. As the teacher writes these words down on the board he/she organizes them into categories. Similarly, clustering, also known as diagramming or mapping, as another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way (Langan, 2001:29). In clustering, we use lines, boxes, arrows and circles to show the relationship among the ideas and details.

In addition, Raimes (1999:9) points out that mapping or clustering is a visual way of generating and connecting ideas and can be done individually or in a group. In line with this idea, Buscemi (2002:14) also states that webbing or clustering is a good way to turn a broad subject into a limited and more manageable topic. It's also another effective way to gathers information which uses free association. Webbing technique sometimes refers to mind maps (Cryer,1999:162), it is a technique for freeing the mind from the single, constrained and traditional viewpoint from which it has been seeing a problem or issue. It provides an overview, which shows at a glance all the components of the problem or issue and the links between

them. It tends to stimulate new and creative ideas. In other words, this technique encourages the readers to be creative in presenting their ideas by using all the components of the problems and the links between them.

Similarly, Gillet and Temple (1990:262) describe that webbing is a simple way to help students begin to recall prior knowledge and forms relationships of information. Webbing technique helps readers to use their prior of knowledge which is related to the topic. The webbing exercise serves to help students remember old information related to the reading and to form expectations about what they will read.

Regarding the use of webbing, Gerson and Gerson (1997:184) have pointed out that through clustering the information is designed in more systematic way and also more visual and free form. In this case, the idea is stated by determining the main topic and generates it into a clear and detail through the addition of sub-point. It is a valuable technique that allows students to sketch their ideas freely without following the structure of an outline. The students will see graphically the relationship between points of the topic. Finally, this help students decide whether they have included some relevant ideas or omitted some irrelevant ideas. If the students want to expand or develop their ideas, they can add new sub-points or delete irrelevant ideas simply by scratching the points off. Thus, clustering or mind mapping is an excellent technique because it easily allows students to gather information and organize the ideas.

Raimes (1999:10), who proposes six steps to construct webbing as follows.

1. Write the topic in a circle in the center of a page
2. Think of ideas related to the topic
3. Write the ideas on the page around the central topic
4. Draw lines from the topic to the related ideas
5. Add details under each of the ideas
6. Draw more lines to connect the supporting details to the main idea each detail refers to.

From the procedures above, it can be concluded that in constructing a web the students need to state the main topic first then write it down on the center of a page. They have to think some ideas related to the topic and put them around the main topic, followed by drawing some connecting lines to show the relationship between each item. Putting some details are also needed to show the additional information of the web.

Webbing technique comes in many different forms. Each one is the best suited to organize a particular type of information. The form of webbing is determined by the text going to read. Commonly, the center or the top of webbing contains the central topic and its branches contain the related information. In other words, different text types will determine the different organization forms of webbing. Meanwhile, Wood (1991:94-98) defines six patterns of webbing. Those are topical, chronological, descriptive, cause-effect, comparison-contrast and problem-solution

Teaching reading comprehension by using webbing technique has some advantages and also disadvantages for the students and the teacher during the teaching and learning process. More details will be discussed in the following section. Hudelson (1993:261-267) quotes that mapping, webbing and graphic organizers can be used by the teacher as pre-reading strategies to motivate the students' thinking which activates their prior knowledge, and develop their curiosity and enthusiasm. Because it will makes the material easier to remember and reduces the number discrete elements. According to Cooper (1999:21), webbing or semantic mapping is a good technique for students to learn. He state some advantages of using webbing, as follows:

1. Webbing can be useful in organizing the ideas.
2. Webbing is useful tool for helping learners construct, organize and communicate the students' knowledge.

The webbing technique also has some disadvantages in the application during the teaching and learning process. In this research, the webbing technique could be time consuming, because this technique has some steps that must be done by the students to make them actively involve in the teaching and learning process. Thus, to manage the problem, the students are given a clear instruction about the steps and the teacher has to give example how to create a web as clearly as possible to facilitate them to find the ideas and categorized some information from the text they read in the teaching and learning process. And also, the time has to manage as good as possible.

Reading is the most important skill that should be mastered in learning English. It is an activity to get information from written text. As stated by Gillet and Temple (1990:4), reading is first of all language ability. The raw material of reading are sounds, words, sentences, and communicative intensions, is much the same as that of language in general. Thus, reading is language ability and should be taught in close meaningful connection with the whole spectrum of language abilities, including talking, listening, writing and thinking.

Reading comprehension achievement is the result of the students' achievement after they are trained and taught by using new technique in teaching reading. In this research, reading comprehension achievement referred to the students' scores, especially for the experimental group after they were trained and taught reading by using webbing technique. In measuring the students' reading comprehension achievement, the teacher firstly defined the specific elements of reading comprehension he/she wanted to assess. A text consists of words, sentences, and paragraphs. In understanding the reading text, students need to comprehend the words first. Grellet (1996:15) states that inability to understand the meaning of unknown elements whether these are ideas or simple words, often causes discouragement and apprehension to students when they are faced by a reading text. In addition, Tasnim

(2002:134) explains that a reader who does not have ability to guess unfamiliar word meanings based on the contextual clues in the reading text can experience more difficulty to comprehend the reading text.

The second step in understanding the reading text is comprehending the sentences. Sentence comprehension means understanding what the sentences tell about. It does not only understand the meaning of each word but also the whole sentence completely. Mc. Worther (1989:89) argues that sentences always express one idea. After the students comprehend the sentences, they have to comprehend the paragraphs. A paragraph is a collection of related sentences that are clearly connected to one another and make some point (Brannan,2002:35). This idea is accordance with Wong's (1999:366) idea that it is a series of sentences that develop one main idea about a specific topic. Finally, by comprehending the words, sentences and paragraphs, the students will be able to understand the content of the whole text successfully. They will be allowed to express their feeling about the topic.

From the explanation above, the research hypothesis can be formulated as follows: There is a significant effect of using webbing technique on the eighth grade students' reading comprehension achievement at SMP Negeri 9 Jember.

RESEARCH DESIGN

The research design was quasi experimental research, in particular Non equivalent-Groups Posttest-Only Design. This design was chosen because the researcher wanted to know whether there was a significant effect of using webbing technique on the eighth grade students' reading comprehension achievement at SMP negeri 9 Jember. Non equivalent-Group Posttest-Only Design was chosen because the term non-equivalent indicates that the experimental and control groups had not been equated by randomization (Masyhud,2010:126). It affirms that there is no random assignment and random selection in this research.

In this research, the experimental group was given reading material (descriptive text) using webbing technique as technique, while the control group received treatment without using webbing technique, but the group was taught by the lecturing technique. Both classes were given post-test. The results of the post-test were analyzed using t-Test formula.

SMP Negeri 9 Jember was chosen as the research area because the English teachers at SMP Negeri 9 Jember never used the webbing technique as the teaching aid to teach reading, especially descriptive text.

Respondents in this research were determined by cluster random sampling, in which the researcher took two classes of the four classes randomly. The researcher did not need to randomize the students of the experimental and the control groups. The respondents of this research were the seventh year students of SMP Negeri 9 Jember in the 2013/2014 academic year. The researcher needed two classes as the research samples. In taking the research samples, the researcher conducted a homogeneity test to the population (the eighth grade students of SMP Negeri 9 Jember in the

2013/2014 academic year.

There were two variables, independent variable and a dependent variable as the operational definition of the term in this research. The independent variable was the use of webbing technique in teaching reading and the dependent variable was the eighth grade students' reading achievement. Both variables needed to be operationally defined in order to avoid misunderstanding between the writer and the readers.

There were two kinds of data that were used in this research, namely the primary data and the supporting data. The primary data were collected from the scores of the achievement test on the students' achievement while the supporting data were collected by using interview and documentation.

The achievement test was made based on the *KTSP 2006* for Junior High Schools to meet its content validity and reliability. As what Arikunto (26;1680) states that it should have validity and reliability to be a good test. Beside, a test is said to be valid if it measures accurately what is intended to measure (Hughes, 2003:26).

In this research, there were three kinds of tests used to get the data. The tests were homogeneity test, try out test, and post test. All of the tests were objective tests in the form of multiple choices, because the scoring was perfectly easy and managed the result was reliable (Hughes, 1989: 60).

The primary data were collected from the post test which were analyzed statistically by using t-test formula in SPSS software to know whether or not there was significant mean difference between the experimental group and the control group.

RESEARCH FINDINGS

Based on the result of homogeneity test that was analyzed by using ANOVA, it showed that the population was heterogeneous. Thus, two classes which had the closest mean were chosen as the subjects of the research. The calculation revealed that two classes which had the closest mean score were VIII-E and VII-F. Both classes had nearly the same mean score, they were 63.42 and 63.33. It indicated that they had similar ability in English. According to the calculation above, VIII-F class was treated as the experimental group and VIII-E as the control group.

After giving treatment to the both group, try out test was given to one class of the existing four classes of grade seventh which was selected as neither the experimental group nor the control group but had almost the same ability with the both groups. Based on the result of the homogeneity test, it was known that VIII D class had almost the same ability with VIII E and VIII F classes. Therefore, the try out test was given to the VIII A class. The analysis of the try out was important to know whether or not the research instrument was valid and reliable. The analysis was focused on establishing test validity, difficulty index, reliability coefficient, the instruction, and the time allocation of the test.

Regarding the validity of the test, content validity was established in this test since the test materials were constructed by considering the indicators to be measured

covering expressing meaning in simple transactional and interpersonal texts by using simple written texts based on school-based curriculum.

The analysis of difficulty index of the try out test showed that the proportion of test items fulfilled the requirement because 3 items of 20 items were categorized as easy item (15%), 3 items were categorized as difficult items (15%), and the rest of the items were categorized as fair items (70%).

The try out test was also intended to know whether the test instruction was clear or not and the time allocation was enough or not. Dealing with the test instruction, the test instruction was understandable as all students understood the test instruction well. Dealing with the time, the researcher found that the time allocation for the try out was appropriate because the students were able to do all the test items within the available time. From the clarification above, it could be concluded that the test items did not need to be revised. Thus, the test for the post test administered to the participants was the same as the test of the try out.

The analysis of coefficient reliability in this research used split half odd-even technique. The value of the whole items reliability was obtained by estimating the correlation of the two halves using the Spearman-Brown formula (Sudijono, 1988:219). From the estimation, the result of the full score reliability was 0.80. It was considered reliable because the standard of the reliability coefficient of teacher made test is 0.70 (Sudijono, 1998:209). It means that the researcher did not need to make any changes of the test items, and the test items of the post test could be administered.

The results of the main data were the results of the post test. They were administered to obtain the data about the significant difference between the two groups. The post test result was analysed statistically by using SPSS (*Statistical Package for the Social Sciences*) especially with Independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Then, it was consulted to the t-table significant level of 5% to test the hypothesis.

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test was 0.008 and that was lower than 0.05 (confidence interval 95%). It meant that the variability of the experimental and control groups was not equal. Consequently, the row that had to be read was the second row of t-test column table and ignored the first row.

In the t-test column showed that the t-value with 61.290 degrees of freedom was 2.051 and the value of sig (2-tailed) column was 0.045. The value of sig (2-tailed) column was lower than 0.05 ($p < 0.05$). The sig (2-tailed) found to be significant at the level of $p < 0.05$ (confidence interval 95%). Thus, it could be concluded that there was statistically significant difference between the experimental and control groups or there was a significant effect between those two groups. It meant that the null hypothesis (H_0) formulated: "Webbing Technique does not have a significant effect on the eighth grade students' reading comprehension achievement at SMP negeri 9 Jember in the 2013/2014 academic year" was rejected. On the other

hand, the formulated alternative hypothesis: "Webbing Techniquet has a significant effect on the eighth year students' reading comprehension achievement at SMP negeri 9 Jember in the 2013/2014 academic year" was accepted.

PEDAGOGIC IMPLICATIONS

The result of data analysis in this research proved that using Webbing Technique significantly affected the eighth grade students' tense achievement at SMP negeri 9 Jember in the 2013/2014 academic year. This could be seen from the value of significance (2-tailed) that was less than 0.05 (confidence interval 95%) that was 0.045. It indicated that the result of t-test analysis was significant. From the scores of the post test, it could be seen that the experimental group who was taught tenses by using Webbing Technique got better score compared to the control group who was taught reading by using lecturing and giving exercise technique only.

The result of this research was in line with khoiriyah's idea (2012) that the webbing technique attracted the pupils' attention and aroused their interest. The result in this research was also in line with Rahmawati(2011) who reported that Webbing Technique could improve students' score in reading comprehension. In other words, the result of this research supported Rahmawati's research. Besides, the result of this research also supported Somayah's research (2012) which showed that the application of Webbing Technique gave significant effect on the students' writing achievement. In her research result, the experimental group got better score than the control group. From the above discussion, the research showed that the application of Webbing technique affected the students' ability. So we can relate with this research that webbing technique make students to more understand, clear, and focus about the topic of the text given. And the statistical value proved that there was a significant effect of using Webbing Technique on students' reading comprehension achievement at SMP negeri 9 Jember.

CONCLUSION

The result of the data analysis showed that the statistical value of significant column was lower than 0.05 (0.045). It could be concluded that the use of Webbing Technique had a significant effect on the eighth grade students' reading comprehension achievement at SMP Negeri 9 Jember. It was shown by the result of the data analysis of the statistical computation value of the t-test which was higher than that of the t-table. This means that the students who were taught reading by using Webbing Technique on the experimental group had better achievement than the students who were taught reading by using lecturing and question answer techniques in the control group. Considering the results of the research, some suggestions are given to the following people, they are: the English teachers of SMP Negeri 9 Jember are suggested to use Webbing Technique as an effective technique teaching English language skill, such as redaing. The students of SMP Negeri 9 Jember are suggested to be actively involved in the teaching learning

process. They can practice their comprehension in reading skill by using Webbing Technique to improve their reading skill. Based on the results, the future researchers are suggested to conduct a similar research with different language skills or components, such as the written skill or tenses.

REFERENCES

- [1] Amiri. B. M., Fazlalizadeh. S. 2011. *The Impact of Applying Concept Mapping Techniques on EFL Learners' Knowledge Tense*. Available at http://www.sid.ir/en/VEWSSID/J_pdf/1024220110203.pdf Retrieved on May 7th, 2013
- [2] Arikunto, S. 2006. *Manajemen Pendidikan. Cetakan Keenam*. Jakarta: PT. Rineka Cipta.
- [3] Beiger, R.G. and Gerlach, J.G. 1996. *Educational Research a Practical Approach*. Delmar Publisher.
- [4] Boniface, D. R. 1995. *Experimental Design and Statistical Methods for Behavioral and Social Research*. London: Chapman&Hall.
- [5] Bos, C. S. and Sharon, V. 1991. *Strategies for Teaching Student with Learning and Behavior Problems*. Boston: Allyn and Bacon, a division of Simon and Schuster, Inc.
- [6] Buscemi, S. V. 2002. *A Reader for Developing Writers*. New York: McGraw-Hill, Inc.
- [7] Brannan, B. 2003. *A Writer's Workshop*. New York: McGraw-Hill, Inc.
- [8] BSNP. 2006. *Standard Kompetensi dan Kompetensi Dasar Mata Pelajaran Bahasa Inggris SMA*. Jakarta: Departement Pendidikan Nasional.
- [9] Carrel, P. L. 1995. *Interactive Approach to Second Language Reading*. Cambridge: Cambridge University Press.
- [10] Cooper, J. M. 1999. *Classroom Teaching Skills*. Boston: Houghton Mifflin Company.
- [11] Cryer, P. 1999. *The Research Student's Guide to Success*. Philadelphia: Open University Press.
- [12] Denton, C. Bryan, D. Wexler, J. Reed, D. & Vaughn, S. 2007. *Effective Instruction for Middle School Students with Reading Difficulties*. Dallas: The University of Texas.
- [13] Djiwandono, M.S. 1996. *Tes Bahasa dalam Pengajaran*. Bandung: ITB.
- [14] Gerson, S. J. and Gerson, S. M. 1997. *Technical Writing, Process and Product. Second Edition*. New Jersey: Prentice Hall, Inc.
- [15] Gillet, J. W. and Temple, C. 1990. *Understanding Reading Problems: Assessment and Instruction*. Third Edition. New York: Harper Collins Publisher.
- [16] Grellet, F. 1996. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*. Cambridge: Cambridge University Press.
- [17] Hadi, S. 2001. *Methodology Research*. Yogyakarta: Andi Offset.
- [18] Harmer, 2004. *How to Teach English*. Massachusetts: Addison Wesley Longman, Inc.
- [19] Heaton, J.B. 1991. *Writing English Language Test*. New York: Longman Group UK Limited.
- [20] Hennings, D. G. 1997. *Communication in Action: Teaching Literature Based for Language Arts. Sixth Edition*. Boston: Houghton Mifflin Company.
- [21] Hudelson, S. 1995. *English as a Second Language Teacher Resource Handbook: A Practical Guide for K-12 ESL Programs*. California: Corwin Press. Inc.
- [22] Hughes, A. 1996. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- [23] Istianah, W. 2010. Developing Student Reading Comprehension by Using Think-Aloud Strategy at SMPN 3 Tanggul Jember. *Lingua Franca*, Vol.10 No.1 Edisi Juni. Jember: FKIP Universitas Jember hal 53.
- [24] Khoiriyah. 2012. *The Effect of Semantic Mapping on Students' Reading Comprehension Achievement at MTs KH.M. Noer Kedung Mangu Masjid Surabaya*. Surabaya: FKIP IAIN Sunan Ampel: Unpublished S1 Thesis.
- [25] Langan. J. 2001. *College Writing Skills with Reading. Fifth Edition*. New York: Harper Collins Publisher.
- [26] Masyhud, M. S. 2008. *Analysis Data Statistik untuk Penelitian Sederhana*. Jember: Universitas Jember.
- [27] McMillan, 1992. *Educational Research: Fundamentals for Consumer*. New York: Harper Collin Publisher.
- [28] McWhorter, K. T. 1989. *Guide to College Reading. Second Edition*. New York: Harper Collins Publisher.

- [29] Orlich, D. C., Harder, R. J., Callahan, R. C., Gibson, H. W. 1998. *Teaching Strategies: A Guide to Better Instruction (Fifth Edition)*. Boston: Houghton Mifflin Company.
- [30] Payani, D., Diem, C. D., Purnomo, M. E. 2003. The Readability Levels of The EFL Text and The Reading Comprehension Levels of The State High School Students in Palembang. *Lingua Jurnal Bahasa dan Sastra* Vol.5. Palembang: Program Pascasarjana Universitas Sriwijaya Palembang.
- [31] Preszler, J. 2005. On Target: Reading Strategies to Guide Reading Strategies [Serial Online] available at <http://www.decd.sa.gov.au/northernadelaide/files/links/1ReadingStrategiestoGuideL.pdf>. Retrieved on May 7th, 2013.
- [32] Rahmawati, B. 2011. *The Effect of Topical Webbing Technique on The Eight Grade Students' Reading Comprehension Achievement at MTs Baitul Hikmah Tempurejo Jember in the 2010/2011 Academic Year*. Jember: FKIP Jember University: Unpublished S1 Thesis.
- [33] Raimes, A. 1999. *Keys for Writer*. New York: Houghton Mifflin Company.
- [34] Sasson, 2007. Implementing While Reading Strategies in the EFL Classroom [Serial Online] http://www.etni.org.il/etnirag/issue2/dorit_sasson.htm Retrieved on May 7th, 2013.
- [35] Somayeh, N. 2012. *The Effect of Teaching Through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary Knowledge*. Available at <http://www.ccsenet.org/journal/index.php/elt/article/download/19961/13164> Retrieved on May 7th, 2013.
- [36] Starko, A. J. 2010. *Creativity in the Classroom (fourth edition)*. New York: Routledge.
- Sudijono, A. 1998. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- [37] Tasnim, Z. 2002. Reading Comprehension Test for SMU/MA Students: Some Underpinning Considerations. *Pancaran Pendidikan*, Th.XV No.52. Jember: FKIP Universitas Jember.
- [38] Wingersky, J. B. and Horguin-Balogh. 1999. *Writing Paragraph and Essay: Integrating Reading, Writing, and Grammar Skills. Third Edition*. Belmont: Wadsworth Publishing Company.
- [39] Wong, L. 1999. *Essential Writing Skills*. Boston: Houghton Mifflin Company.
- [40] Wood, N. V. 1991. *College Reading and Study Skills: Learning, Thinking and Making Connection. Fifth Edition*. Orlando: HBC. Publisher.
- [41] Wood, N. V. 1991. *Strategies for College Reading and Thinking*. New York: Mc Graw-Hill, Inc.