THE EFFECTIVENESS OF ENCODING INSTRUCTION IN TEACHING READING DESCRIPTIVE TEXT TO THE TENTH GRADE STUDENTS OF SMK NEGERI 8 PALEMBANG

THESIS

BY
MEIZANDIKA BELLA HATIKA
372017021

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2021

THE EFFECTIVENES OF ENCODING INSTRUCTION IN TEACHING READING DESCRIPTIVE TEXT TO THE TENTH GRADE STUDENTS OF SMK NEGERI 8 PALEMBANG

THESIS

Present to
Universitas Muhammadiyah Palembang
In Partial Fultillment of the Requirements
For the Degree of Sarjana in English Language Education

BY
MEIZANDIKA BELLA HATIKA
372017021

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2021

This thesis is written by Meizandika Bella Hatika has been certified to be examined

Palembang, August 5th, 2021
Advisor I,

Kurnia Saputri, S.Pd., M.Pd.

Palembang, August 5th, 2021
Advisor II,

Dwi Rara Saraswaty, S.Pd., M.Pd.

This thesis to certify that Sarjana's thesis of Meizandika Bella Hatika has been approved by Board of Examiners as one of the requirements for the Sarjana Degree in English Language Education.

Kurnia Saputri, S.Pd., M.Pd. **Chairperson**

Dwi Rara Saraswaty, S.Pd., M.Pd. **Member**

Sri Yuliani, S.Pd., M.Pd. **Member**

Acknowledged by
The Head of English
Education Study Program

Sri Yuliani, S.Pd., M.Pd.
NIDN.0217077105

Approved
The Dean of
FKIP UMP,

Dr. H. Rusdy AS., M.Pd.
NBM/NIDN.882609/0007095908

iii

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Meizandika Bella Hatika

Nim : 372017021

Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi berjudul:

The Effectiveness of Encoding Instruction in Teaching Reading Descriptive Text to the Tenth Grade Students of SMK Negeri 8 Palembang, beserta seluruh isinya benar merupakan hasil karya saya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dan masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, Agustus 2021

Yang menyatakan

Meizandika Bella Hatika

iv

MOTTO AND DEDICATION

A. MOTTO:

"Start with Bismillah, End with Alhamdulillah, Be grateful with Shalat, and say Thank you to Allah". (My Mom)

B. DEDICATION

This thesis in dedicated to:

- Allah SWT, thank you for your blessing that I have been given for me in this life.
- My beloved father (Jainudin), thank you for love, pray, and financial support until I complete this thesis. I love you.
- My beloved mom (Ika Surya) for always being with me in every condition. Thank you for your love, your caring, advice, support, your pray in every time, your bless, and thank you to keep strong until now with this condition for me. This thesis is one of my proofs for you. I love you so much.
- My beloved brothers (Muhammad Zanika Bagus Putra and Muhammad Rayhan Zanika), thank you for love, support, and motivation. I love you both.

- Thanks to Herdiyanto for always helped me when I needed. Thank you for support, advice, patient, caring and guidance in finish this research.
- My great advisors Kurnia Saputri, S.Pd., M.Pd., and Dwi Rara Saraswaty, S.Pd., M.Pd., thank you for your guide, advice, support, and thank you for your help to finish this thesis.
- The Head of English Education Study Program Sri Yuliani, S.Pd., M.Pd., and all of my lecturers.
- Someone in the future will be my husband, the leader in my home, and the father from my child.
- My best friends who helped me (Refsi Pranita and Reni Mayang Sari) thank you for your love, support, advice, big help, and also the togetherness. I will always remember everything we every do together in sadness and happiness. I love you so much.
- Rini Antika, Wita Ulandari, Bebi Arlean, Rizky, Milenia Putri, Ega Safitri, and Siti Nazria thank you for togetherness and the happiness. I will miss you so much.
- HMPS Bahasa Inggris, thank you for the best experiences.
- All of my friends in English Department especially in academic year 2017. I will miss you all.

ABSTRACT

Bella, Meizandika. 2021. *The effectiveness of encoding instruction in teaching reading descriptive text to the tenth grade students of SMK Negeri 8 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*. Advisors: (I) Kurnia Saputri, S.Pd., M.Pd. and (II) Dwi Rara Saraswaty, S.Pd., M.Pd.

Keyword: The Effectiveness, Encoding Instruction, Reading, Descriptive Text.

This thesis was entitled "The Effectiveness of Encoding Instruction in Teaching Reading Descriptive Text to the Tenth Grade Students of SMK Negeri 8 Palembang". The problem this study was "is it effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang ?". The objective of this study was to find out whether or not it is effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang. This research used quasi experimental design. The population ofthis study was all of tenth grade students of SMK Negeri 8 palembang, with the total number 392 students. The sample of this study was 47 students were taken by purposive sampling. The data obtained were analyzed by using independent sample t-test in SPSS (Statistical Package for the Social Science) 25.0. The result of t-test, t-obtained was 27.989 and it was higher than the critical value of t-table was 2.021, with (df) n = 45 at the level of significance 0.05 (5%) for two-tailed test. It could be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, because t-obtained was higher than the value of t-table. It means that it is effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang.

ACKNOWLEDGEMENTS

بِسْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

"In the name of Allah the most gracious and the most merciful"

Alhamdulillah rabbil' alamin, the researcher expresses her highest gratitude to Allah SWT for blessing, opportunity, health, love, and mercy to complete this undergraduate thesis. Shalawat and also salam were sent to prophet Muhammad SAW who had delivered from the darkness to lightness. This undergraduate thesis entitled *"The effectiveness of encoding instruction in teaching reading descriptive text to the tenth grade students of SMK Negeri 8 Palembang"* is submitted as the final requirement in accomplishing undergraduate degree at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang.

The researcher would like to express appreciation and gratitude to:

1. Dr. H. Abid Dzajuli, S.E., M.M as a Rector of *Universitas Muhammadiyah Palembang.*
2. Dr. H. Rusdy AS, M.Pd. as a Dean of Faculty of Teacher Training and Education.
3. Sri Yuliani, S.Pd., M.Pd. as a Head of English Education Study Program.
4. Kurnia Saputri, S.Pd., M.Pd., as my beloved advisor 1, thank you for

help, science, guidance, support, caring, patient, advice, pray, your time and love until I can survived and finish this research. Thank you for everything cannot be mentioned here. The important is I love you so much.

5. Dwi Rara Saraswaty, S.Pd., M.Pd., as my beloved advisor II, thank you for help, science, guidance, support, patient, time, advice, and pray until this research complete. Thank you so much.
6. Drs. Ropik, M.Si., as Headmaster of SMK Negeri 8 Palembang thank you for allowing me to doing the research.
7. Reni Anggraeni, S.Pd., as a Teacher of English In SMK Negeri 8 Palembang thank you for helped, guidance, science, and support as long as I do the research.
8. Thank you for almamater, *Universitas Muhammadiyah Palembang.*

Finally, the researcher would like to say thank you for everybody who was support and helped me to the successful the realization of this undergraduate thesis. This thesis far from perfect, but is expect that it will useful not only for the researcher, but also for the readers. For this reason, the suggestion and critics are welcomed.

CONTENTS

Contents Page

TITTLE ..... **i**

AGREEMENTS ..... **ii**

APPROVEMENT ..... **iii**

SURAT PERNYATAAN PLAGIARISM ..... **iii**

MOTTO AND DEDICATION ..... **v**

ABSTRACT ..... **vii**

ACKNOWLEDGEMENTS ..... **viii**

CONTENTS ..... **x**

LIST OF TABLES ..... **xiv**

LIST OF APPENDICES ..... **xv**

CHAPTER I INTRODUCTION **1**

A. Background of Research 1

B. Problem of the Research 4

C. Limitation of the Research 4

D. Formulation of the Research 4

E. Objective of the Research 4

F. Significances of the Research 5

G. Hypotheses of the Research 5

CHAPTER II LITERATURE REVIEW ..... Error! Bookmark not defined.

A. Concept of Reading..... **Error! Bookmark not defined.**

B. Concept of Reading Comprehension..... **Error! Bookmark not defined.**

C. Concept of Descriptive Text ..... **Error! Bookmark not defined.**

1. Definition of descriptive text ..... **Error! Bookmark not defined.**

2. The generic structure of descriptive text... **Error! Bookmark not defined.**

D. Concept of Encoding Instruction ..... **Error! Bookmark not defined.**

E. Teaching Procedures ..... **Error! Bookmark not defined.**

1. The Teaching Procedures for Experimental Class ... **Error! Bookmark not defined.**

2. The Teaching Procedures for Control Class ..... **Error! Bookmark not defined.**

F. Related Previous Study..... **Error! Bookmark not defined.**

CHAPTER III METHOD OF RESEARCH ..... Error! Bookmark not defined.

A. Method of Research ..... **Error! Bookmark not defined.**

B. Variables of Research..... **Error! Bookmark not defined.**

C. Operational Definition ..... **Error! Bookmark not defined.**

D. Population and Sample ..... **Error! Bookmark not defined.**

1. Population ..... **Error! Bookmark not defined.**

2. Sample..... **Error! Bookmark not defined.**

E. Technique for Collecting the Data..... **Error! Bookmark not defined.**

1. Pre-test ..... **Error! Bookmark not defined.**

2. Post-test..... **Error! Bookmark not defined.**

F. Validity and Reliability ..... **Error! Bookmark not defined.**

1. Validity ..... **Error! Bookmark not defined.**

2. Reliability..... **Error! Bookmark not defined.**

G. Technique for Analyzing the Data ..... **Error! Bookmark not defined.**

1. The t-test..... **Error! Bookmark not defined.**

2. The Percentage Analysis ..... **Error! Bookmark not defined.**

3. The Conversion of Percentage Range ..... **Error! Bookmark not defined.**

CHAPTER IV FINDINGS AND INTERPRETATION ..... Error! Bookmark not defined.

A. Findings of the Research..... **Error! Bookmark not defined.**

1. The Students' Scores of the Pre-test in Control Class.... **Error! Bookmark not defined.**

2. The Students' Scores of the Post-test in Control Class .. **Error! Bookmark not defined.**

3. The Comparison of the Students' Score of Pre and Post-test in Control Class ..... **Error! Bookmark not defined.**

4. The Result of Paired-Sample T-test in Pre and Post-test of Control Class ..... **Error! Bookmark not defined.**

5. The Students' Scores of the Pre-test in Experimental Class .....**Error! Bookmark not defined.**

6. The Students' Scores of the Post-test in Experimental Class.....**Error! Bookmark not defined.**

7. The Comparison of the Students' Score of the Pre and Post-test Score in ..... **Error! Bookmark not defined.**

Experimental Class..... **Error! Bookmark not defined.**

8. The Result of Paired Sample T-test in Pre and Post-test of Experimental Class ..... **Error! Bookmark not defined.**

9. The Result of Independent Sample T-test in Post-test of Control and ..... **Error! Bookmark not defined.**

Experimental Class ..... **Error! Bookmark not defined.**

B. Interpretation of the Research ..... **Error! Bookmark not defined.**

CHAPTER V CONCLUSION AND SUGGESTIONS..... Error! Bookmark not defined.

A. Conclusion ..... **Error! Bookmark not defined.**

B. Suggestion..... **Error! Bookmark not defined.**

REFERENCES..... Error! Bookmark not defined.

APPENDICES ..... Error! Bookmark not defined.

LIST OF TABLES

Table Page

Table 3. 1 Population of Research ..... **Error! Bookmark not defined.**

Table 3. 2 Sample of Research..... **Error! Bookmark not defined.**

Table 3. 3 Test Specification..... **Error! Bookmark not defined.**

Table 3. 4 Level Students' Ability..... **Error! Bookmark not defined.**

Table 4. 1 Students Individual Pre-test Scores in Control Class **Error! Bookmark not defined.**

Table 4. 2 The Statistics Data of Pre-test in Control class..... **Error! Bookmark not defined.**

Table 4. 3 Frequency in the Pre-Test of the Control Class ..... **Error! Bookmark not defined.**
Table 4. 4 Students Individuals Post-test scores in Control Class ... **Error! Bookmark not defined.**
Table 4. 5 The Statistics Data of Post-test in Control Class ..... **Error! Bookmark not defined.**
Table 4. 6 Frequency in the Post-test of the Control Claass ..... **Error! Bookmark not defined.**
Table 4. 7 Paired Sample Statistics Pre and Post-test Scores in control Class .... **Error! Bookmark not defined.**
Table 4. 8 Paired Sample Test of Pre-test and Post-test in Control Class ..... **Error! Bookmark not defined.**
Table 4. 9 Pre-test Scores in Experimental Class..... **Error! Bookmark not defined.**
Table 4. 10 The Statistics data of Pre-test in Experimental Class.... **Error! Bookmark not defined.**
Table 4. 11 Frequency in the Pre-test of the Experimental Class ... **Error! Bookmark not defined.**
Table 4. 12 Post-test Scores in Experimental Class .... **Error! Bookmark not defined.**
Table 4. 13 The Statistics Data of Post-test in Experimental Class . **Error! Bookmark not defined.**
Table 4. 14 Frequency in the Post-test of the Experimental Class... **Error! Bookmark not defined.**
Table 4. 15 Paired Sample Statistics Pre-test and Post-test Experimental Class . **Error! Bookmark not defined.**
Table 4. 16 Paired Sample T-test of Pre-test and Post-test of Experimental Class ..... **Error! Bookmark not defined.**
Table 4. 17 Independent Sample T-test..... **Error! Bookmark not defined.**

TABLE OF APPENDICES

Appendix Page

1. Usulan Judul dan Pembimbing Proposal.....**Error! Bookmark not defined.**

2. Surat Tugas Penguji Proposal .....**Error! Bookmark not defined.**

3. Daftar Hadir Mahasiswa Seminar Proposal .**Error! Bookmark not defined.**

4. Surat keputusan Dekan FKIP UMP .....**Error! Bookmark not defined.**

5. Surat Permohonan Riset.....**Error! Bookmark not defined.**

6. Surat Izin Melakukan Riset dari Dinas Pendidikan Sumatera Selatan. **Error! Bookmark not defined.**

7. Surat Izin Melakukan Riset dari SMK Negeri 8 Palembang**Error! Bookmark not defined.**

8. Surat Telah Selesai Melakukan Riset dari SMK Negeri 8 Palembang **Error! Bookmark not defined.**

9. Laporan Kemajuan Bimbingan Skripsi .....**Error! Bookmark not defined.**

10. Persetujuan Ujian Skripsi.....**Error! Bookmark not defined.**

11. Surat Tugas Penguji Skripsi.....**Error! Bookmark not defined.**

12. Undangan Ujian Skripsi .....**Error! Bookmark not defined.**

13. Daftar Hadir Dosen Penguji .....**Error! Bookmark not defined.**

14. Lembar Persetujuan Perbaikan Skripsi .....**Error! Bookmark not defined.**

15. Critical Value of T-table .....**Error! Bookmark not defined.**

16. Rencana Pelaksaan Pembelajaran (RPP) Work From Home**Error! Bookmark not defined.**

17. Instrument 1 .....**Error! Bookmark not defined.**

18. Instrument 2 .....**Error! Bookmark not defined.**

19. Answer Key.....**Error! Bookmark not defined.**

20. Documentation .....**Error! Bookmark not defined.**

21. Curriculum Vitae.....**Error! Bookmark not defined.**

CHAPTER I
INTRODUCTION

This chapter deals with: (1) background, (2) problem of the research, (3) limitation of the research, (4) formulation of the research, (5) objective of the research, (6) significances of the research, (7) hypotheses of the research.

A. Background of Research

According to Harmer (2007), English is not only a language with few users as a mother tongue, but has become a lingua franca (p.1). Nowadays people used English to communication when they have a different mother tongue. Because English is one of the international language used in many countries. Moreover, now that most textbooks, journals, newspapers, social media are used in English. In addition, Agustin (2011) said, now in this life, English became second language in Indonesia which one international language. The era more advanced especially with IPTEK. English must be known by every Indonesia people to be able to compete in international world (p.355). This is important to learned English, especially for education and the future, and taught as a compulsory subject for high school and college students.

Depdiknas (2003) said, the teaching of English is focused on the ability to be capable of mastering the four language skills, there are four basic skills including *Reading, Listening, Speaking, and Writing* (p.15). Reading is one of the basic skill in English. Learn others skill of English, reading well is the main

thing. Reading is mental process. There are many definitions of reading, in Longman Dictionary of Applied Linguistics, Reading is, said as: "Perceiving a written text in order to understand it is contents. This can be silently (silent reading) and read text aloud (oral reading). It can be done with or without understanding of the content."

Hamra and Syatriana (2010) indicated the ability of Indonesian students to read English texts was very low. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study (p.28). In addition, Sefrida (2012) said, in students perception reading is a bored activity (p.114). Moreover, based on the researcher's observation at SMK Negeri 8 Palembang many students cannot read English well. Based on the explanation the reason students cannot read well because English is foreign language in the school, the students have difficulties to spell the word of English especially to spell the alphabet in English that is have differences of alphabet in Indonesia, and then students very bored to read the text. Because of that the teacher or learner need a strategy to solve those problem.

In this research, one of the strategies that can be used was Encoding Instruction. Encoding instruction helped readers to recognize these letters before reading them correctly. According to He&Wang, et al (2009) encoding instruction may offer insight into the types of knowledge individuals used to read and wrote unfamiliar words, providing a window to what students know

about how words work (p.171). It can be implied that this strategy can make the reader will easy andquickly in reading. It was found that the teacher did not give the lesson about Encoding (spelling). The teacher just gave little information and little practiced when they taught in class, that is why the students have difficulties to read well. Weiser (2013) said, that used encoding instructions in learning the reading process has positive advantages for students (p.196). Weiser claims this encoding instruction can helped students with difficulties in reading process.

Therefore, this research used Descriptive Text as media to make easier learnreading. Kane (2000), stated "description is about sensory experience how something looks, sounds, tasted. Mostly this about visual experiences but description also deals with others kinds of perceptions" (p.352). It can be concluded that descriptive text is a text for describe person, place or a thing by visual experience. It may also be used to describe the outwards appearance people,this tells about their traits of character and personality by just the see that person. This research was conducted to know the effectiveness when students learned the reading descriptive text after their known encoding instruction as the method to improve their reading.

Based on explanation above the researcher interested in doing the research with the tittle ***"The Effectiveness of Encoding Instruction in Teaching Reading Descriptive Text".***

B. Problem of the Research

Based on the general background stated, this research problem focused on the effectiveness by using Encoding Instruction in teaching reading descriptive text to the tenth grade students of SMK Negeri 8 Palembang.

C. Limitation of the Research

In line with the identification of the problems, it was focused on the effectiveness of Encoding Instruction in teaching reading descriptive text to the tenth grade students of SMK Negeri 8 Palembang.

D. Formulation of the Research

Based on the limitation of the problem, this research was formulated on the following question: “is it effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang ?”

E. Objective of the Research

Based on the formulation of the problems above, the objective of the research was to find out whether or not it is effective to teach reading descriptive text by using encoding instruction to the tenth grade students of SMK Negeri 8 Palembang.

F. Significances of the Research

The significances of the research may be used for the following parties :

1. To the writer

   It give the valuable information and knowledge about teacher's strategy byused Encoding Instruction in teaching reading descriptive text.

2. To the teacher of English

   This research can be used for the reference of English teacher to improve their teaching skills on reading text to the student in the classroom activity.

3. To the students

   Hopefully, this research can made the student more interested to learning reading text in the classroom.

4. To the other authors

   The research can be reference of strategies that used in teaching reading for the next author and also can help in teaching reading process by used this strategy.

G. Hypotheses of the Research

1. The hypotheses of this research were started below :
2. The null hypotheses (Ho): it is not effective to teach reading descriptive text byusing encoding instruction.
3. The alternative hypotheses (Ha): it is effective to teach reading descriptive textby using encoding instruction.

REFERENCES

Abidin,Yunus. (c) (2010). *Strategi Membaca Teori dan Pembelajarannya.* Bandung:Rizqi Press.

Agustin, Y. (2015). *Kedudukan bahasa Inggris sebagai bahasa pengantar dalam dunia pendidikan.* Deiksis, 3(04), 354-364.

Anderson, M. & Anderson, K. (2003). *Text Types in English 3.* South Yarra: Macmillan.

Arikunto, S. (2010). *Metode peneltian.* Jakarta: Rineka Cipta.

Bourassa, D. C., Treiman, R. (2001). *Spelling development and disabilities : The importance of linguistic factors. Language, Speech, and Hearing Services inSchools,* 32, 172–181

Brown, H. D. (2007). *Principles of Language Learning and Teaching.* White Plains,NY: Longman.

Creswell, J. (2005). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 2nd Ed. New Jersey,* NJ: Pearson Education, Inc.

Creswell, J. (2012). *Educational Research (4th Ed).* Pearson Education.

Depdiknas, U. U. R. I. N., & No, R. I. (2003). Tahun 2003 about: *sistem pendidikannasional.* Jakarta: Depdiknas.

Fraenkel, J. R., Wallen, N. R., & Hyun, H. H. (2009). *How to design and Evaluate Research in Education.* San Fransisco: Library of Congres Cataloging- in-Publication Data.

Gerot, L., & Wignel, P. (1994). *Making Sense of Functional Grammar*. Queensland:Gerd Stabler, AEE Publishing.

Hamra, A & Syatriana, E. (2010). *Developing a model of teaching reading comprehension for EFL students.* Teflin Journal, 21(1), 30.

Harmer, J. (2001). *The practice of English language teaching.* London/New York, 401 405.

Harmer, J. (2007). *The Practice of English Language Teaching (third edition).* Cambridge, UK: Longman.

Hasnun, A. (2006). *Pedoman Menulis untuk Siswa SMP dan SMA.* Yogyakarta: Andi

He, T. H., & Wang, W. L. (2009). *Invented spelling of EFL young beginning writers and its relation with phonological awareness and grapheme-phoneme principles.* Journal of Second Language Writing, 18(1), 44- 56.

Heron, J. (2008). *Why Phonics Teaching Must Change.* Association For Supervisionand Curriculum Development, 77-81..

Hughes, A. (2003). *Testing for Language Teachers.* United Kingdom: Cambridge University Press.

Juliansyah. (2017). *Metodologi Penelitian: Metodologi penelitian Skripsi*. Rake

Sarasin, 1-36.
Kane. (2000). *Definition of descriptive text:* New York: The Guilford Paess
Nurgiyantoro, B. (2012). *Penilaian pembelajaran bahasa berbasis kompetensi.* Yogyakarta: BPFE-YOGYAKARTA.
Ontario Ministry of Education. (2003). *Early reading strategy.* Ontario. 11 mei 2013 in http//www.gov.on.ca.
Pardiyono. (2007). *Pasti Bisa: Teaching Genre Based Writing.* Yogyakarta: CV Andi Offset
Rahim, F. (2008). *Pengajaran membaca di sekolah dasar.* Jakarta: Sinar Grafik
Sadriman, arief dkk (2006). *Media pendidikan.* Jakarta: PT. Raja Grafindo Persada
Sefrida. (2012*). "Meningkatkan Kemampuan Membaca Nyaring dengan Intonasi yang Tepat Melalui Metode Latihan pada Anak Kesulitan Belajar"* dalam E-Jupekhu (Jurnal Ilmiah Pendidikan Khusus), Vol 1, No 2. Padang : Universitas Negeri Padang
Syahri, I., Sulaiman, M., & Susanti, R (2016) *Metodology Penelitian Pendidikan Bahasa*, Roemah sufie.
Tarigan, H.G. (2008). *Membaca sebagai suatu keterampilan berbahasa.* Bandung: Angkasa.
Weiser, B., & Mathes, P. (2011). *Using encoding instruction to improve the readingand spelling performances of elementary students at risk for literacy difficulties: A best evidence synthesis.* Review of Educational Research, 81(2), 170-200.
Wuensch, K. L. (2003). *Quasi-experimental design.* Retrieved January, 21, 20