
| RESEARCH ARTICLE

The Implementation of Literature Circles Strategy for Vocabulary Learning: A Case Study of SMP Negeri 1 Imogiri, Indonesia

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| ABSTRACT

This research aims to describe the implementation of the Literature Circles strategy to the material of observation report text at Grade VIII SMP of Negeri 1 Imogiri. This study is qualitative research. This research describes several things related to the implementation of the literature circle strategy in the material of the observation report at grade VII SMP of Negeri 1 Imogiri. Data collection was done through interviews, observation, and documentation. The research subjects were teachers, researchers themselves, and students. The data analysis technique used is an interactive analysis technique that consists of 4 steps: data collection, data reduction, data presentation, and data conclusion. The data validation used is triangulation in the form of methods and contents. The results of the research show that the implementation of the Literature Circles strategy to vocabulary learning in the observation report text is well applied. In addition, the implementation or application of this strategy is also suitable for the material observation report text, which analyzes vocabulary, especially foreign terms.

| KEYWORDS

Vocabulary, the text of observation reports, literature circles

| ARTICLE INFORMATION

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1. Introduction

Vocabulary is a set of words known by someone, other entities, or a part of a certain language in the Indonesian Dictionary. Alwi et al. (2005) define vocabulary as vocabulary (*perbendaharaan kata*). Another definition of vocabulary is "*Wortschatz ist alle Wörter einer Sprache oder Fachsprache*" (Langenscheidt, 2009). The definition means that vocabulary is all words in a language or a certain language. Vocabulary also has a meaning of the enrichment of words owned by a nation (Soedjito & Saryono, 2011). Vocabulary enrichment is an image of intelligence or education level since additional vocabulary is an important part of both the learning process and skill development of a language.

Vocabulary which own by a person is related to the skill language, which is *Der Wortschatzerwerb ist notwendigerweise immer mit der Entwicklung der sprachlichen Fertigkeiten Lesen, Hörverstehen, Sprechen und Schreiben verbunden und ohne gramatische, phontische und ortograpische Kenntnisse nicht funktionstüchtig* (Neuner, 2009). It means that vocabulary is always related to the skill of language development which is reading, listening, speaking, and writing. Without acknowledging grammar, phonetics, and spelling, the vocabulary will never be well functioning. Becoming skilled at vocabulary is not only knowing the meaning separately but also understanding the meaning in the sentence or broader context and even being able to apply those words appropriately, both oral and written. Vocabulary skills can be distinguished into active-productive skills and passive-receptive skilled (Djiwandono, 1996).

Vocabulary development in some fields is dominated by foreign language sources. Recently, foreign language variety has been a resource that needs to be explored as Indonesian language vocabularies resources. However, the vocabularies development sources need to be well-adjusted with the use of Bahasa Indonesia. The use of foreign language needs to consider the absorption

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rules written in the terms-making procedures. With those absorption processes, foreign language potential is needed for enriching Indonesian Language vocabulary to be explored through foreign language vocabularies research. In addition, the stabilization of the system or words and sentence-making rules has to be more selective since the foreign language itself has a system and guidance for increasing the language use quality, both oral and written.

The Indonesian absorption words or terms are approached in Indonesia through four common ways, which are adoption, adaptation, translation, and creation. Indonesian language vocabulary is enriched by the absorption of words from many foreign languages such as English, Germany, Dutch, France, and Arabic, so the Indonesian language can require a variety of vocabulary coming from foreign languages. Those vocabularies are even taught in schools.

One of the Indonesian language learning studies vocabularies is in the material of observation report text. An observation report text is a text explaining facts collected through the observation (Kosasih, 2014). Observation is needed to document the effect and process of action (Madya, 2009). Observation needs to be done with the interpretation (Suwandi, 2011). The observation report text, in BC 3.7, identifies information from the observation report text in the form of reading and listening to a scientific book. In that competence, there are inherent linguistic features and the ability to distinguish the observation report text from other texts. In one of the linguistic features, the observation report text has foreign language vocabulary, or it is known by special terms/ technical words/absorption words (Kosasih, 2014).

Special terms in this observation report text can be learned by the students with strategies; One of the strategies that can be implemented in vocabulary learning in the observation report text is the Literature Circle strategy. Literature Circles are small, peer-lead discussion groups whose members have chosen to read the same story, poem, article, or book (Daniels, 1386). "Literature circles are used to develop personal responses to literature by having students share interpretations in a discussion group" (Wiesendanger, 2001). From those statements, the literature circle strategy is a strategy to help the students in a discussion. The teacher can give reading options, and then the students choose which literature will be discussed. The literature circle strategy offers fun learning.

2. Literature Review

Many researchers did research on this strategy. First, relevant research related to the strategy implementation was done by Fadhli with the title *The Online Application of Literature Circle Strategy to Increase Students' Literacy* (Fadhli, 2020). This research used the same strategy, which was the literature circle strategy. The difference is that Fadhli's research used English as the literacy material, which was done online; meanwhile, the research discusses vocabulary learning in the observation report text, which was done offline.

The second relevant research was done by Kurnia et al. I. (2020) with the title *Literature Circle Strategy Learning in Feature Writing Skill with the Use of Google Docs Application Media as the Popular Alternative Writing Learning Course* (Kurnia et al., 2020). This research is relevant to research since it used the same strategy, which was the Literature Circle strategy. The difference is in the research done by Kurnia et al., who analyze the skill of Feature Writing; meanwhile, the research discusses vocabulary learning.

The third relevant research was done by Nariswari et al., with the title *Influence of Literature Circles Strategy and cultural Literacy on Students' English Achievement* (Nariswari, 2018). This research is relevant to research since it used the same strategy, which was the Literature Circle strategy. The difference is in the research done by Nariswari et al., which analyzed English as a foreign language (EFL); meanwhile, the research discusses vocabulary learning.

According to those statements, there are some questions addressed to describe the implementation of the Literature Circle strategy to vocabulary learning in the observation report text such as; (1) how does the rule of the vocabulary learning? ; (2) how does the strategy of Literature Circle learning?; and (3) how does the implementation of Literature Circle strategy to the vocabulary learning in the material of observation report text in Junior High School? Those questions are the main discussion in the research.

3. Method

The study used the qualitative approach. It describes things related to the implementation of the Literature Circle strategy to the material of the observation report text in grade VII of SMP N 1 Imogiri. The subjects of the research are Indonesian Language teachers, the researcher themselves, and 32 students from SMP N 1 Imogiri. The object of the research is vocabulary learning, observation result text, and Literature Circle strategy. The methods used are interviews, observation, and documents. Method and content triangulation were used to validate the data. The data analysis technique used is the interactive analysis technique which consists of 4 steps which are: data collection, data reduction, data display, and data conclusion.

The Literature Circle strategy can be implemented when the students learn the observation report text. The strategy helps the students to introduce unfamiliar words in the material as known by technical/absorption words or foreign terms. Those

vocabularies can be learned by the students through discussion with Literature Circle strategy steps. The implementation of the strategy adopted both with the class and students' condition divided into two meetings is below.

3.1 Before applying the Literature Circles strategy

The teacher arranges the lesson plan of observation report text adapted with the Literature Circle strategy. The syntax of the observation report text learning arranged by the teacher is below.

Table 1. The Syntax of Observation Report Text Learning

BC 3.7 identifies the information from the observation report text in the form of reading and listening to scientific books.


Steps	Activity Details	Content Description: 4C, HOTS, Character Education, Literacy
A. Introduction (10 minutes)	<ul style="list-style-type: none"> ● The teacher greets the student and says the prayer. ● The students do their presence through the Google Form link. ● The teacher informs the goal, scoop of materials, learning activity, and scoring method. 	<p><i>Religious Discipline. Attend the class. Communication.</i></p>
B. Main Activity (60 minutes)	<ul style="list-style-type: none"> ● The students choose the observation report text provided by the teacher. ● The students observe the chosen observation report text in a group based on the title of the reading/discourse. ● The students answer the question asked by the teachers related to the definition, general characteristics, object, and linguistic features. ● The students observe the materials related to the definition, general characteristic, goal, and linguistic feature in the form of a mind map. ● The students observe the observation report text. ● The students identify the foreign or special terms, definitions, and classification sentences used in the observation report text. ● The students have an evaluation through the Students Working Sheet. ● The students evaluate the worksheet directed by the teachers. ● The students receive feedback from the teachers. 	<p><i>Literacy</i></p> <p><i>Critical Thinking</i></p> <p><i>Read the electronic learning source</i></p> <p><i>Literacy Analyzing, Critical Thinking, Creative/Creative Creating, Firm, and Responsible</i></p> <p><i>Critical Thinking, Communication</i></p> <p><i>Communication</i></p>
C. Closing (10 minutes)	<ul style="list-style-type: none"> ● The students and teacher make a conclusion about the learning activity they've done. ● The students have a reflection and evaluation of the learning process and result directed by the teacher. ● The students get information related to the next meeting scoop of materials and learning activities from the teacher. ● The teacher ends the learning activity by saying prayers and greetings. 	<p><i>Critical Thinking, Communication</i></p> <p><i>Critical Thinking, Communication</i></p> <p><i>Communication</i></p> <p><i>Religious</i></p>

The teacher arranges the material of the observation report text adapted to the Learning Circle strategy. Below are the arranged materials by the teachers.

<p style="text-align: center;">MATERI BAB 4 TEKS LAPORAN HASIL OBSERVASI (LHO) Pertemuan I (Kelas VII)</p>	<p style="text-align: center;">FOKUS PEMBELAJARAN PERTEMUAN I</p> <div style="text-align: center;"> </div>						
<p style="text-align: center;">PENGERTIAN TEKS LHO</p> <p>Teks yang berfungsi memberikan informasi tentang suatu objek atau situasi yang sudah diadakan investigasi atau penelitian secara sistematis.</p> <p>Teks ini bersifat objektif yang berupa hasil riset secara mendalam tentang suatu benda, tumbuhan, hewan, atau konsep tertentu yang dijelaskan secara rinci dari sudut pandang keilmuan.</p> <p>Bentuk teks ini biasanya berupa buku referensi (ensiklopedia), film dokumenter, hasil penelitian, dan lainnya.</p>	<p style="text-align: center;">TUJUAN TEKS LHO</p> <ol style="list-style-type: none"> 1. Teks LHO bertujuan mengklasifikasi/ memerinci/ memberikan informasi faktual tentang orang, hewan, objek, atau fenomena tertentu. 2. Menjelaskan isi teks dari sudut pandang ilmu. 3. Memerinci objek secara sistematis (definisi, klasifikasi, ciri objek, dll). 						
<p style="text-align: center;">CIRI UMUM TEKS LHO</p> <ol style="list-style-type: none"> 1. Objek yang dibahas bersifat umum, seperti: Pantai, Museum, Demokrasi, dll. 2. Isi yang dibahas adalah ilmu tentang suatu objek/konsep. 3. Obejg dibahas secara sistematis dengan dirinci setiap bagiannya, dan bersifat objektif. 	<p style="text-align: center;">CIRI BAHASA TEKS LHO</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Banyak menggunakan istilah</th> <th>Menggunakan kalimat definisi</th> <th>Menggunakan kalimat klasifikasi</th> </tr> </thead> <tbody> <tr> <td>Istilah yang dimaksud adalah kata atau gabungan kata yang memiliki makna, konsep, proses atau keadaan/ sifat yang khas pada bidang tertentu. Contoh: Istilah biologi: abiotik, amputasi, antioksidan, asimilasi, dll. Istilah bahasa: tata bahasa, linguistik, semiotik, dll. Istilah ekonomi: defisit, laba, dll.</td> <td>Kalimat definisi adalah kalimat yang merujuk pada suatu pengertian. Kata yang terdapat dalam kalimat definisi misalnya: adalah, merupakan, artinya, dll. Contoh: Sampah merupakan material sisa yang tidak diinginkan setelah berakhirnya suatu proses.</td> <td>Kalimat yang menunjukkan klasifikasi biasanya berisi kalimat yang menyebutkan sesuatu. Contoh: Jenis sampah berdasarkan sifat dan bentuknya dibedakan menjadi dua jenis, yaitu sampah organik dan sampah anorganik.</td> </tr> </tbody> </table>	Banyak menggunakan istilah	Menggunakan kalimat definisi	Menggunakan kalimat klasifikasi	Istilah yang dimaksud adalah kata atau gabungan kata yang memiliki makna, konsep, proses atau keadaan/ sifat yang khas pada bidang tertentu. Contoh: Istilah biologi: abiotik, amputasi, antioksidan, asimilasi, dll. Istilah bahasa: tata bahasa, linguistik, semiotik, dll. Istilah ekonomi: defisit, laba, dll.	Kalimat definisi adalah kalimat yang merujuk pada suatu pengertian. Kata yang terdapat dalam kalimat definisi misalnya: adalah, merupakan, artinya, dll. Contoh: Sampah merupakan material sisa yang tidak diinginkan setelah berakhirnya suatu proses.	Kalimat yang menunjukkan klasifikasi biasanya berisi kalimat yang menyebutkan sesuatu. Contoh: Jenis sampah berdasarkan sifat dan bentuknya dibedakan menjadi dua jenis , yaitu sampah organik dan sampah anorganik.
Banyak menggunakan istilah	Menggunakan kalimat definisi	Menggunakan kalimat klasifikasi					
Istilah yang dimaksud adalah kata atau gabungan kata yang memiliki makna, konsep, proses atau keadaan/ sifat yang khas pada bidang tertentu. Contoh: Istilah biologi: abiotik, amputasi, antioksidan, asimilasi, dll. Istilah bahasa: tata bahasa, linguistik, semiotik, dll. Istilah ekonomi: defisit, laba, dll.	Kalimat definisi adalah kalimat yang merujuk pada suatu pengertian. Kata yang terdapat dalam kalimat definisi misalnya: adalah, merupakan, artinya, dll. Contoh: Sampah merupakan material sisa yang tidak diinginkan setelah berakhirnya suatu proses.	Kalimat yang menunjukkan klasifikasi biasanya berisi kalimat yang menyebutkan sesuatu. Contoh: Jenis sampah berdasarkan sifat dan bentuknya dibedakan menjadi dua jenis , yaitu sampah organik dan sampah anorganik.					

The teacher prepares the discourse text used for applying the Literature Circle strategy, such as three observation report texts with the titles Elephants, Rose, and Coronavirus.

Image 2. Text of Elephant, Rose, and Coronavirus

<p>Teks 1</p> <p style="text-align: center;">Gajah</p>  <p>Gajah merupakan mamalia terbesar dan tergolong sebagai hewan herbivora. Gajah berasal dari <i>Famili Elephantidae</i> dan <i>ordo Proboscidea</i>, yaitu dapat didefinisikan bahwa hewan sejenis gajah adalah mamut, lembu, dan mastodon. Hewan ini mudah ditemukan di hutan, sabana, gurun, dan rawa-rawa. Biasanya gajah akan tinggal di daerah yang dekat dengan air.</p>	<p>Teks 2</p> <p style="text-align: center;">Mawar</p>  <p>Mawar adalah tanaman semak dari genus <i>Rosa</i> sekaligus nama bunga yang dihasilkan tanaman ini. Mawar liar yang terdiri lebih dari 100 spesies kebanyakan tumbuh di belahan bumi utara yang berudara sejuk. Spesies mawar umumnya merupakan tanaman semak yang berduri atau tanaman merambat yang tingginya bisa mencapai 2 sampai 5 meter.</p>	<p>Teks 3</p> <p style="text-align: center;">Coronavirus</p>  <p>Covid-19 adalah virus yang pertama kali ditemukan di Wuhan, China pada tahun 2019. Laporan dari corona jakarta.go.id, COVID-19 adalah virus yang dapat menyebabkan penyakit pernapasan dan pneumonia. Penyakit tersebut disebabkan oleh infeksi virus corona 2 (SARS-CoV-2) sindrom pernapasan akut parah.</p>
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The teacher prepares learning media used for applying the Literature Circle strategy, such as paper rolls to contain the title of the text, working sheets, and colored pencils.

3.2 The activity of applying the Literature Circle strategy

The students are requested to take one paper roll containing the title of the text. The students make a discussion group based on the title they've got.

Each group consists of five students divided into certain roles, which are discussion leader, connector, summarizer, word master, dan researcher. Below are the roles of each student.

Table 2. The Roles of Each Student in Literature Circles Strategy

No.	Roles	Description
1.	<i>Discussion leader</i>	The role of a discussion leader is to be a leader in a group. The student who became the leader is responsible for making appropriate discussion questions and starting the group discussion.
2.	<i>Connector</i>	The role of the connector is to relate the people, place, and event in the text with the readers' life in the house, school, private problems, and other works of literature and works written by the same writer.
3.	<i>Summarizer</i>	This role is to make a summary of the discourse, including the main important points or the essentials of the text.
4.	<i>Word master</i>	This role is to highlight keywords such as technical words or foreign terms.
5.	<i>Researcher</i>	The role of the researcher is to explore the information related to the background of the relevant text.

The students lead by the discussion leader, having the discussion based on their roles. Below is the result from one of the groups.

Image 3. The Roles in the Group

A. Pembagian Peran Kelompok 1

No.	Nama	Peran	Tugas
1.	Isa (27)	<i>Discussion leader</i>	Saya sebagai pemimpin diskusi bertugas untuk membuat pertanyaan diskusi untuk teman-teman. Pertanyaan yang saya ajukan antara lain: a. Apakah kalian pernah membaca teks ini sebelumnya? b. Bagian mana yang membuat kalian tertarik membaca teks ini? c. Apa saja informasi yang dapat kalian peroleh dari teks ini? d. Apakah ada istilah asing yang kalian tidak tahu artinya?
2.	Ardan (7)	<i>Connector</i>	Saya sebagai penghubung bertugas untuk menghubungkan topik bacaan tentang gajah dengan kehidupan sehari-hari. Berdasarkan teks tersebut, saya menganggap bahwa hewan gajah ini masih mudah dijumpai oleh teman-teman di kebun binatang. Tayangan-tayangan televisi juga masih sering memperlihatkan adanya gajah.
3.	Kenza (14)	<i>Summarizer</i>	Saya sebagai peringkas bacaan bertugas membuat ringkasan dari teks gajah. Menurut saya, teks ini bercerita tentang pengertian gajah, ciri-ciri fisik gajah, habitat gajah, dan kebiasaan gajah.
4.	Ana (6)	<i>Word master</i>	Saya sebagai word master bertugas mencari istilah asing atau istilah khusus dalam teks gajah. Berikut beberapa istilah khusus yang saya temukan. a. <i>Famili elephantidae</i> b. <i>Ordo proboscidae</i> c. <i>Proboscis</i> d. <i>Pina</i>
5.	Nadya (24)	<i>Researcher</i>	Saya sebagai researcher bertugas untuk menggali informasi tentang teks gajah. Informasi yang saya dapatkan mengenai arti dari istilah-istilah asing yang ditemukan oleh kelompok kami. a. <i>Famili elephantidae</i> : Elephantidae adalah keluarga dari gajah dan mamut, yang merupakan mamalia darat yang besar dengan belalai dan gading b. <i>Ordo Proboscidae</i> : Proboscidea (dari bahasa Latin proboscis) merupakan ordo taksonomi yang terdiri dari satu famili yang masih hidup dari Elephantidae dan beberapa famili yang sudah punah. c. <i>Proboscidae</i> : Proboscis (belalai) adalah bagian tubuh yang memanjang dari kepala hewan, baik vertebrata maupun invertebrata d. <i>Pina</i> : Daun telinga.

The result of the discussion is then presented in front of the class so that other groups listen and acknowledge the discussion result from each group.

3.3 Post-activity of Literature Circles strategy

The students and teachers have the evaluation. The evaluation is related to the ease of the discussion based on their roles. In addition, the evaluation is done by a correlated teacher with the discussion result, especially in finding and discovering the meaning of foreign or special terms found in the discourse. The students get feedback in the form of a summary.

4. Results and Discussion

After implementing the Literacy Circles strategy, there is surely a positive and negative impact. The positive impacts such as 1) encouraging the students to be active in the learning process because of the discussion activity; 2) adding students' knowledge related to the vocabulary; 3) encouraging students to think critically to solve the problems 4) encouraging the students to be responsible to their role in the group; 5) changing the class atmosphere from the usual-monotone vibes into the fun one.

The implementation of this strategy also has negative impacts such as 1) the limited media, for instance, the reading and discourse source will limit students' knowledge in finding the meaning of foreign terms which they found in the text; 2) the students' less-adaptive condition will lag their work team; 3) the long-drawn-out discussion will spend many times, so it is impossible for the students to do the complete learning.

5. Conclusion

Vocabulary development in various fields is dominated by foreign language sources. Borrowed words or terms enter Indonesian in four ways, namely adoption, adaptation, translation, and creation. This vocabulary is also learned in language learning at school. Indonesian language learning in schools that study vocabulary, one of which is in the text material of the observation report. Specific terms in the text of the report on the results of this observation can be learned by students with effective strategies used. One of the strategies that can be implemented in learning vocabulary in the text of the observation report is implementing the Literature Circles strategy. Based on the results of the research that has been done, the strategy for implementing Literature Circles in learning vocabulary in the text material of observation reports at SMPN 1 Imogiri can be well applied. This can be seen from the positive impact that is generated when students carry out discussions together and have different roles so as to encourage them to be responsible for their respective compulsions. In addition, the application of this strategy is also in accordance with the text material of observation reports which analyze vocabulary, especially foreign terms. In the end, taking into account the results of the research, make some suggestions for students, teachers and schools. Students should be more active and creative in learning. For Indonesian language teachers, this circle literature strategy can be used as a strategy in language learning in observational reports and other materials. Meanwhile, schools must review the strategies used for learning in schools so that teachers can be more creative and innovative in attracting students' interest in learning.

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