

Using Context Clues Strategy on Reading Comprehension

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Abstract: This study examined the effectiveness of using context clues to enhance reading comprehension in English. Therefore, the purpose of this study is to find out whether there is an effect of using a new strategy to train learners to know foreign vocabulary using context clues. This research method uses a quantitative quasi-experiment consisting of 2 classes. the population was taken from grade VII students, because grade VII students still lack vocabulary mastery, therefore researchers took a population of two classes for comparison between class VII A as a control group and class VII C as an experimental group, each class totaling 30 students.

control group and class VII C as the experimental group, each class totaling 30 students.

Data were obtained by performance tests containing descriptive text. Based on the test results, The acceptance of the alternative hypothesis indicates a statistically significant improvement in reading comprehension scores t-value is $12.986 > t\text{-table } 1.701$ for the experimental group. This is significant based on the percentage of reading comprehension of seventh-grade students at MTs Negeri 3 Cilegon City that 85.8% of the improvement in reading comprehension is attributed to the context clues strategy, while 14.2% is due other factors. This shows that the data obtained showed an increase in students' reading comprehension of descriptive text after using the context clues strategy.



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INTRODUCTION

Language is a collection of sound symbols used by humans to collaborate, communicate, and identify themselves (Fromkin & Hymes, 2017). Language is a simple method of communication. People can communicate in a language with other people. Therefore, in human life, language is essential, as it reflects basic human needs.

In English, the language is not only used as a means of communication but also as a subject studied in Indonesian schools. In learning English, students have to learn and practice four skills; listening, speaking, reading, and writing. All these skills are very important in learning English. However, in this case, the researcher focuses on reading

comprehension. The definition of reading comprehension from Hamalik (1995), learning strategy is methods and procedures taken by students and teachers in the learning process to achieve instructional goals based on certain teaching materials and with the help of certain supporting elements.

The definition of reading comprehension from Jonshon (2005), reading comprehension is the process of using the knowledge that a person already has and cues from the author in concluding the author's intended meaning which aims to capture the content or meaning contained in the content of the reading text in depth and thoroughly.

According to Al-jawi (2010, p. 34), has stated context clues can give students an idea or hint of what an unknown word might mean. The clues are found around the unknown word – whether in the same sentence or sentences before and after the sentence containing the unknown word. Using context clues makes it a teaching method that makes it easier for teachers and students to guess words using context compared to looking at a dictionary. Then a student focuses only on the meaning of the word. In Context, clues have phrases, words, or even visual clues surrounding a word that provide information about its meaning. Apart from that, context clues include definitions, synonyms, antonyms, examples, cause and effect relationships.

Learning strategy is a tactic used by educators in carrying out the teaching and learning process in order to influence students to achieve learning objectives effectively and efficiently. Teachers must have different teaching strategies to make reading learning fun and interesting, used context clues strategy in reading comprehension learning. Based on the results of previous studies, many have examined reading comprehension using context clue strategies, it is found that one of the difficulties is difficult to understand the material taught due to lack of vocabulary and interest in reading English. However, another fact is also found that many still rely on dictionaries so that it still requires strong validation, therefore the researcher will use this learning strategy without using a dictionary at all so that it can increase the use of context clue strategies.

Descriptive text is an object or experience by identifying its characteristics, such as person, place, or feelings through words. According to Girsang (2020, p. 10) which stated the generic structure of a descriptive text consists of two parts generic structure of descriptive text consists of two parts, namely identification and description.

- a. Identification usually appears in the first paragraph, such as introductory paragraph that includes a topic sentence that states the nature of the thing to be described. the nature of the thing to be described.
- b. description is the part that gives more details to the text. is the part that provides more details into the components, properties, and attributes of the object.

THEORETICAL SUPPORT

Reading is an intensive procedure in which the eyes scan the text to understand it, Thus reading comprehension can train students' ability to put words together to form sentences and understand the concepts that the author wants to convey through these sentences (Linge, 2000).

The main focus is to read to obtain detailed facts that contain the main idea and message in the text of the paragraph, to know the discoveries that have been made or solve

the problems made by the author. According to Nuttal (1996), two reading guidelines that can help readers become better readers:

- a) Motivate reading habits because no one has ever learned how to read well or how to assess what has been learned before becoming a learning leader.
- b) Learn to read actively, thus this implies that when we read, we will find that logical errors are easy to make but often difficult to recognize. Therefore, the range of our reading ability will remain relatively limited if we try to absorb knowledge without thinking about it while reading, especially when it comes to contentious content.

As readers read, they strive to comprehend the author's point of view by reasoning and drawing connections between the words, sentences, and paragraphs. In addition (Steve, 2017) stated that reading comprehension is multicomponent, which is a process that involves prior knowledge and interaction between the reader and the text in understanding the text. According to Beach, (2008, p 188), Comprehension entails three elements:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part

Definition of Strategy, the word strategy comes from Latin, namely "startegia" which means the art of using plans to achieve goals. According to Nasution's (2018) theory in general, a strategy is a plan, tool, or method in providing completion in a task of reflection and improvement: Involves continuous thinking about learning strategies to improve the effectiveness and quality of the learning process. Meanwhile, according Gagne in Nofrion, (2018) defines learning strategies as the ease of a learning process as a result of an activity that is deliberately created. learning strategies aims to produce variations but depends on the context, level of education, type of subject, and student needs. Learning strategy is a pattern of learning activities.

According to Reardon (2010), context clues are hints that the author gives to help define a-difficult or unusual words (Reardon, 2010). Such clues are found either in the text or in the illusion surrounding unfamiliar words and context clues are one of the techniques that can be used in presenting new words in teaching English reading. According to Innaci and Sam, (2017, p. 12) the kinds of context clue strategies in this study are summarized into 6 types as follows :

- a. Definition or direct explanation

Definition clue, is the easiest clue to spot, and the one most commonly use in the textbooks. Some writers explain words directly by giving synonym-other words with similar meaning. Signal words such as : that is, is a (an), (the), is defined as, are, was, were, means, refer to, can be called.

- b. Example

An example might be found nearby that helps to explain its meaning. Signal words is : for instance, such as, include.

c. Contrasts/Antonym

Contrast or antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Signal words such as : although, however, and but.

d. Restatement/ synonym clues

Synonyms are words with the same meaning. The words and phrases such or, in order words, that is to say, that is and the signal word is : commas, parentheses and dashes indicate restatement.

e. Cause and effect

The author explains the reason for or the result of the word. The signal words is : because, since, therefore, thus, so, etc. may signal context clues.

f. Modifier

Additional information a word that is not recognized by using the phrase or clause after it usually uses a conjunction. The signal : who, which, whose, what, that.

The Advantages using Context Clues Strategy, there are various benefits and drawbacks to implementing this strategy, as follows :

- 1) The students do not have to memorize a list of words and definitions.
- 2) They become aware of the meanings of word in different passage.
- 3) They use the skill only when they come across difficult words in text, newspaper, novels, and so on.
- 4) They read and understand general vocabulary without needing precise definitions; general meanings usually enable them to continue reading.
- 5) Encourage the readers to develop the quality of taking risks and make them more confident and independent in their approach to reading.

Descriptive is text describes an object or experience by identifying its characteristics (Larson, 1984). The goal of descriptive text is to allow the reader or listener to experience the writer's actions through all six of their senses : looks, smells, feels, acts, tastes, and sounds (Husna, 2022). A good description is when you are able to make the reader imagine an object, animal, thing, place, someone in the reader's mind. Descriptive text uses verb attributes such as to be is, am, are, only focuses on certain objects and using many adjectives.

The generic structure of a descriptive text consists of two parts: identification and description. The identification usually shows in the first paragraph, such as the introductory paragraph that includes a topic sentence that states the nature of the thing that will be explained. At the same time, the description is the part that provides further detail into the components, traits, and attributes of the object. (Sari, 2020)

*Example of Descriptive Text:***Ragunan Wildlife Park**

Ragunan Wildlife Park is a zoo tourist attraction which is located at Jalan Harsono RM No.1, Ragunan, Pasar Minggu District, South Jakarta City, Special Capital Region of Jakarta. The Ragunan area has an area of about 147 hectares with more than 50,000 trees growing. Here, there are recorded around with more than 2,000 animals. At Ragunan Wildlife Park we also enjoy and use other recreational facilities and facilities, such as the Schmutzer Primate Center, a reflection park for recreational facilities, to a children's animal park.

Based on the example above it can be seen that the text describes the place. in the text it is described where the zoo is located, the conditions inside the zoo, what are the rules when entering the ragunan wildlife park to see the animals in person. the importance of studying descriptive text to be able to describe many things to other people.

METHOD

This research was conducted using a quantitative quasi experimental method. The definition of quasi experimental from Sugiyono, (2013), quasi-experimental research is a research method used to find the effect of one variable on another under controlled conditions (Sugiyono, 2013). The purpose of experimental research is to test hypotheses in establishing cause and effect relationships (Lodico, 2010). by using this method the author can find out the comparison of two classes in improving student reading when using context clues strategy, because the quasi experimental method is more efficient to explore the impact of using previous learning methods, with context clues strategy which is more efficient to use in learning students' reading comprehension.

Based on Sugiyono (2008) the quasi-experimental research design can be seen in the table below :

Desain Quantitative – Quasi Experimental

Information :

- O₁ : Pre Test Experimental Class
- O₂ : Post Test Experimental Class
- X : Treatment
- O₃ : Pre Test Control Class
- O₄ : Post Test Control Class

This study has two classes, one class as the experimental class and one class as the control class. To get data about students' reading comprehension in descriptive text, the researcher will use “pre-test” and “post-test” in both classes. The researcher used quasi-experimental method because the researcher wanted to see the effectiveness of using context clues strategy on students' reading comprehension. on both classes. Researchers use quasi-experimental methods because researchers want to see the extent to which the effectiveness of using context clues strategy for students of reading comprehension.

This research has a population and sample. Population is the whole group consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2021). In this case, all seventh grade students at

MTs N 3 Cilegon City are 187 students. The definition of a sample from Sugiyono, (2021) Samples are part of the number of objects or subjects that have the qualities and characteristics possessed by the population. The researcher uses a sample in the form of a non-random sample type. The definition of purpose sampling from Neuman (2020), purposive sampling is a non-random sample in which the researcher uses a variety of tactics to find all potential cases from a highly specialized and hard-to-reach population. The place and Time of the research were conducted on students at MTs N 3 Cilegon City. The location school is located on Jalan H. Leman Pintu Air, Gerem, Kec. Gerogol, Cilegon City Banten. Time of research implementation for two weeks from 2nd until 15th May 2024. The researcher chose MTs N 3 Cilegon City as the research site because the VII grade students had difficulties in their reading skills.

Data collection techniques are techniques that will be used to find data in the field to answer problems in research. The data collection techniques in this study used observation, “pre-test”, “post-test”, and documentation. The full description is as follows :

a. Interview

The definition of interview from Gulo, (2002) Interviews are an important tool for obtaining information through human sources. The researcher interviewed the seventh grade English teacher on topics related to English language teaching using open-ended interviews. The following are some open-ended interviews in the form of questions that can be developed around classroom learning methods, the application of context clues strategies in learning, the effectiveness of using context clues strategies that nuance the process in teaching, and students' reading comprehension.

b. Test

According to Sudjono (2001), which stated tests are tools or procedures used in the framework of measurement and assessment. In addition, According to Norman (1976, p. 508) stated tests are one of comprehensive, systematic and objective evaluation procedures whose results can be used as a basis for decision making in the teaching process carried out by teachers or researchers. This research was conducted twice, namely pre-test at the first meeting, and the last meeting is the treatment, and post-test. The data collection steps were as follows:

1) Pre-Test

A pre-test is a test that is used before the researcher gives treatment to students. There are twenty questions in this pre-test where the questions are in the form of multiple choices with descriptive text material in them. Related to reading comprehension skills, each question in the pretest is determined to all aspects of reading comprehension, such as : main idea, cohesive, vocabulary, and grammar.

2) Treatment

After the pretest was obtained, the researcher conducted treatment on the experimental class. The treatment given is to use context clues, which is one of the learning methods that can improve reading comprehension. in the use of context clues strategy has several types that must be mastered by students in understanding this direction strategy. students are encouraged to look for foreign vocabulary, then

students must be motivated by the part of the clue that has been explained by the researcher, in order to make it easier for students to know the meaning and master vocabulary without having to look at the dictionary. that way the researcher can see the comparison between the class that is given the treatment and the class that is not given the treatment. the use of this context clues strategy becomes more efficient in learning students' reading comprehension.

3) Post-Test

Post-test was carried out after the researcher gave treatment to students. This post-test will be given at the last meeting and is useful for measuring improvements in students' reading comprehension in descriptive text after being given treatment.

Data analysis techniques are ways or techniques to process, evaluate, and present research data. Data from the pre-test and post-test results will be evaluated, and conclusions will be drawn to determine the improvement of students' abilities by using the Context Clues Strategy, which will be tested using the independent sample t-test. Before conducting the t-test, researchers conducted normality and homogeneity tests first. The normality and homogeneity test is the first step, with the normality and homogeneity test the researcher can find out that the data meets the assumptions of the results of student scores must be normal because the normality test is the initial key before testing the results of a valid t-test analysis.

a. Normality Test

A normality test is a test carried out to assess the distribution of data in a group of data or variables. The function of the normality test is to determine whether the data that has been collected is normally distributed or taken from a normal population. this study uses Kolmogorov Smirnov and uses the IBM Statistics SPSS 26 calculation to conduct a normality test. researchers chose to use the SPSS application calculation to make it easier to input student value data without having to use formulas. the benefits of this SPSS application are simpler because the results are automatic when we have inputted the existing value data.

b. Homogeneity Test

The homogeneity test was carried out as a condition for conducting the t-test. A homogeneity test can be done if the data group is in normal distribution. The homogeneity test was carried out to show that the differences that occur in parametric statistical tests, for example, the t-test, really occur as a due to differences between groups, not as a result of differences within groups.

c. T-test

T-test is used to test the null hypothesis of the average difference between two samples. The quasi-experiment uses pre-test and post-test, researchers use this test to measure the final test between two groups. To determine the t-test, the researcher followed a formula by SPSS namely Independent Sample T-Test.

RESULT AND DISCUSSION

In this study, researchers and teachers have determined two classes that will be used as research samples, namely class VII C, used as an experimental class that applies context clues strategies in reading learning, totaling 30 students. Meanwhile, class VII A was used as

the control class, which still followed the previous learning techniques during the teaching and learning process, which amounted to 30 students. The aspect studied in this research is student learning outcomes, using the context clues strategy, so the data collection techniques in this study used Interview, pre-test, post-test, and documentation.

The interview results show that students' ability in reading comprehension is still not optimal. This shows that there are some difficulties related to students' reading comprehension, namely:

- a) Limited vocabulary mastery
- b) Lack of enthusiasm in learning so that it is not efficient in understanding reading English texts.

A new strategy, namely the context clues strategy has proven beneficial for students in improving their reading comprehension. The students can engage in working on multiple-choice questions that contain an organized and enjoyable reading text, which leads to the development of reading without looking at a dictionary.

Based on descriptive statistics the cumulative score of the pre-test results in the control class is 1980, and the mean score of pre-test is 66.00. Meanwhile, the cumulative score of the post-test results in the control class is 2210, and the mean score of post-test is 73.67. And the cumulative score of the pre-test results in the experimental class is 1955, and the mean score of pre-test is 65.17. Meanwhile, the cumulative score of the post-test results in experimental class is 2215, and the mean score of post-test is 73.83. The result it can be concluded that the experimental group's post-test increased after being given treatment in terms of mean, standard deviation, minimum value, maximum value after being given treatment in the form of context clues strategy in learning reading in descriptive text.

The result of this study is to find accurate data,

1. Based on the Kolmogorof Smirnov normality test
it can be seen from the test scores of the experimental class and control class. The experimental class pre test value is 0.052, the experimental class post test value is 0.017, the control class pre test value is 0.022 and the control class post test value is 0.006. All significance values > 0.05 so that the assumption of normality is met.
2. Based on the homogeneity test aims to determine whether the variance of the population is the same or not. Based on the post test data of the control class and the experimental class, the data results obtained through the calculation of Lavene Statistic SPSS 26 from the experimental class and control class are 0.957, because > 0.05 , that means the data is homogeneous.

Data analysis techniques to process, evaluate, and present the research data. After completing the pre-test and post-test, the data from the pre-test and post-test will be evaluated, and conclusions made to determine the improvement of students' abilities by using the Context Clues Strategy, which will be tested with normality test data, homogeneous data then using independent sample t-test.

“Independent Samples Test”										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Tes	Equal variances assumed	.275	.602	-4.411	58	.000	8.667	1.965	12.599	4.734
	Equal variances not assumed			-4.411	56.263	.000	8.667	1.965	12.602	4.731

The t-value obtained is $t = -4.411$ with degrees of freedom (df) 58. sig value (2-tailed) is $0.00 < 0.05$, on a two tailed test. The results of two-tailed test, it can be concluded that there is a significant difference between the average student learning outcomes in the experimental and control classes on the use of context clues strategy. This means H_0 is rejected and H_a is accepted.

“Model Summary”				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926 ^a	.858	.853	3.169
a. Predictors: (Constant), Context Clues Strategy				

The results of effective reading comprehension used context clues strategy, of data analysis on the SPSS Kolmogorov Smirnov normality test on the control class post test is 0.006, and the data normality test on the experimental class post test is 0.017, greater than 0.05 means normal. While for the Test of Homogeneity of variances data homogeneity test is 0.957 greater than 0.05, meaning homogeneity. Then, to measure the effectiveness based on the test results, there is an influence on the use of context clues strategy with a T value of $12.986 > T$ table 1.701, thus showing H_0 is rejected and H_a is accepted. The results of hypothesis testing using the T test defined that the value (sig 2-tailed) 0.00 is less than 0.05, so H_0 is rejected and H_a is accepted.

The results of the R-square value of using this context clue strategy have a significant impact of 85.8% on students' reading comprehension skills, while the impact of reading that is influenced by other factors is 14.2%.

Hypothesis in this study is (Ha): There is an improvement in the use of Context Clues Strategy in reading comprehension of descriptive text at MTs N 3 Cilegon City. (Ho): There is no improvement in the use of Context Clues Strategy in reading comprehension of descriptive text at MTs N 3 Cilegon City.

The results showed that the use of context clues strategy effectively improved reading comprehension, students of class VII MTs N 3 cilegon city have difficulty in main idea, cohesive, vocabulary, and grammar. Many obstacles are faced in learning activities carried out in the classroom, lack of student interest in learning English because they consider it difficult, lack of variety of methods so that it becomes a factor that affects the situation and therefore the process of achieving a competency will take longer. Therefore, the researcher was motivated to use a more interesting learning strategy to make reading learning in the classroom more meaningful and enjoyable for students. The use of context clues strategy in class VII MTs N 3 Cilegon City was approved to facilitate students in reading without looking at the dictionary. This strategy makes the teaching and learning process more effective and improves the reading comprehension of seventh grade students.

The results of data analysis on the SPSS Kolmogorov Sminov normality test on the control class post test is 0.006, and the data normality test on the experimental class post test is 0.017, greater than 0.05 means normal. While for the Test of Homogeneity of variances data homogeneity test is 0.957 greater than 0.05, meaning homogeneity. Then, to measure the effectiveness based on the test results, there is an influence on the use of context clues strategy with a T value of $12.986 > T$ table 1.701, thus showing Ho is rejected and Ha is accepted.

CONCLUSION

Based on the findings of researchers after conducting interviews with English subject teachers, the reading ability of students in class VII MTs Negeri 3 Cilegon City was initially low, causing students to lack understanding in learning to read English. However, after implementing the use of context clues strategy in the classroom, students showed improved understanding of the reading text, because when using the context clues strategy, students are taught to find difficult vocabulary first, making it easier for students to learn to read. In learning to read.

In addition, from the results of the test calculation at the 5% significance level, there is an effect of using the context clue strategy with a t-value of $12.986 > T$ table 1.701, thus showing Ho is rejected and Ha is accepted. Meanwhile, hypothesis testing using the T-test showed that the use of the context clue strategy significantly improved the reading comprehension of seventh-grade students. This strategy accounted for 85.8% of the improvement, with the remaining 14.2% influenced by other factors. Based on this conclusion that the use of context clues strategy in class VII MTs Negeri 3 Cilegon City has a significant influence in improving reading comprehension skills. In conclusion, the use of context clues strategy in class VII of MTs Negeri 3 Kota Cilegon proved to be very effective in improving students' reading comprehension skills.

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