

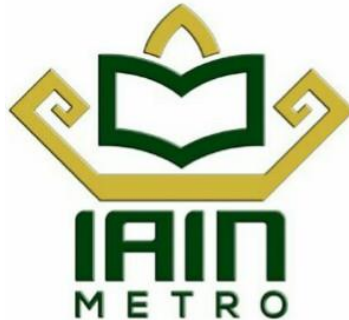
AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING KNOW, WANT TO KNOW AND LEARN
(KWL) STRATEGY ON THE STUDENTS' READING
COMPREHENSION ABILITY
AT THE ELEVENTH GRADE OF SMA N 1 SUKADANA EAST
LAMPUNG**

BY :

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2017 M**

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

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maka skripsi penelitian yang disusun oleh:


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Judul : The Influence of Using KWL Strategy on the Students'
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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosahkan, demikian
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Name : Selly Wulandari

Student Number : 13108397

Title : The Influence of Using KWL Strategy on the Students'
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It has been agreed so it can be continued to the Faculty of Tarbiyah in order to be discussed on the munaqosah. Thank you very much.

Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE

No: B-2352/n.28.1/D/PP.00.3/12/2017

An undergraduate thesis entitled: THE INFLUENCE OF USING KNOW, WANT TO KNOW AND LEARN (KWL) STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE ELEVENTH GRADE OF SMA N 1 SUKADANA EAST LAMPUNG

Written by Selly Wulandari, student number. 13108397 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 13, 2017 at 08.30-10.30 a.m

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ABSTRACT

THE INFLUENCE OF USING KNOW, WANT TO KNOW AND LEARN (KWL) STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE ELEVENTH GRADE OF SMA N 1 SUKADANA EAST LAMPUNG

**By :
Selly Wulandari**

The aim of this research was to implement the KWL strategy and analyze its influence on the students' comprehending reading texts at the eleventh grade of SMA N 1 Sukadana. This research used pretest to know the students' ability in understanding reading texts and post test to know the result of the students' ability in reading text after being given the treatment that was KWL strategy.

This research was quantitative research which had been conducted in SMA N 1 Sukadana at the class XI IPA.2 and followed by 26 students as the sample. The technique sampling was purposive clustering sampling. In collecting the data, the writer used test. The writer used test to get the data of students' reading comprehension ability through the questions which consisted of 10 multiple choice and 5 essays about the reading text. This test was used to find out whether the KWL strategy was suitable and could be used for the students in comprehending the reading text. The researcher used Chi-square and t-test formula to analyze the data.

The result of this research is that it can be proved " $\chi^2_{\text{observed}} = 21,72$ was higher than " $\chi^2_{\text{table}} = 5,991$ (5%), and 9,210 (1%) that $t_{\text{observed}} = 8,83$ was higher than $t_{\text{table}} = 2,060$ (5%), and 2,787 (1%). It means that KWL strategy can influence on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana.

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI KNOW, WANT TO KNOW AND LEARN (KWL) PADA KEMAMPUAN PEMAHAMAN MEMBACA SISWA KELAS SEBELAS DI SMA N 1 SUKADANA LAMPUNG TIMUR

Oleh:
Selly Wulandari

Tujuan penelitian ini adalah untuk mengimplementasikan strategi KWL dan menganalisis pengaruhnya pada kemampuan memahami bacaan siswa kelas sebelas di SMA N 1 Sukadana. Penelitian ini menggunakan pre-test untuk mengetahui kemampuan siswa dalam memahami bacaan teks setelah diberikan *treatment* (perlakuan) yaitu berupa strategi KWL.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di SMA N 1 Sukadana di kelas XI.IPA2 dan diikuti oleh 26 siswa sebagai sampel penelitian. Teknik pengambilan sample menggunakan *purposive clustering sampling*. Dalam mengumpulkan data, penulis menggunakan metode test. Penulis menggunakan test untuk mendapatkan data kemampuan memahami bacaan siswa melalui pertanyaan yang terdiri dari 10 soal pilihan ganda and 5 uraian. Test ini digunakan untuk mengetahui apakah strategi KWL cocok dan dapat digunakan oleh siswa dalam memahami bacaan teks. Dalam penelitian ini, peneliti menggunakan rumus Chi-Square dan T-tes untuk menganalisis data.

Hasil dari penelitian ini menunjukkan bahwa $\chi^2_{\text{observed}} = 21,72$ lebih besar dari pada $\chi^2_{\text{table}} = 5,991$ (5%), dan 9, 210 (1%). Sedangkan $t_{\text{observed}} = 8,83$ lebih besar dari pada $t_{\text{table}} = 2,060$ (5%), dan 2,787 (1%). Hal ini menunjukkan bahwa strategi KWL mempunyai pengaruh terhadap kemampuan membaca pemahaman siswa kelas sebelas di SMA N 1 Sukadana.

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 2017

The Writer



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Yang Menyatakan


6000
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MOTTOS

❖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Meaning: “ Indeed, with hardship (will be) ease”.
(QS.Al-insyirah : 6)

“You’ll never know till you had tried”

“Every beginning is difficult”

“Nobody is perfect”

(PROVERB)

DEDICATION

“I highly dedicate this an undergraduate thesis to :

Firstly, my beloved parents M.Husin.ys,S.Pd and Sarifah.

Secondly, my beloved brothers and sister Ricka Yolanda and Zicko Fernando,SE.

Thirdly, my beloved sponsor Mrs.Dra.Umi Yawisah, M.Hum and co-sponsor Mr.

Ahmad Subhan Roza, M.Pd and all of My beloved lectures of English Education

Department of State Institute of Islamic Studies of Metro.

Fourtly, my beloved teachers in SMA N 1 Sukadana especially Mrs. Sri Supriyati,

S.Pd as my collaborator who has guided me.

Fifthly, my beloved friends in class E especially Ika Sri Wahyuningsih, Eksanti,

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Octaria, Daina Sari, Megawati Alfian, Nurjannah, Ina Setiasari and all of my

beloved friends IAIN Metro”.

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Praise to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this undergraduate thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitled "The Influence of Using Know, Want to know and Learn (KWL) Strategy on the Students' Reading Comperhension Ability at the Eleventh Grade of SMA N 1 Sukadana East Lampung".

First of all, the writer would like to express her thanks to Sponsor Dra. Umi Yawisah, M.Hum. who has contributed her expertise and idea to assist the writer. The writer also wishes to express this think fullness to Co-Sponsor A.Subhan Roza, M.Pd. who has given his knowledge and experience in finishing this undergraduate thesis. The writer also gives her thanks to all family and friends who has given support and spirit, so the writer could finish this paper.

Finally, the writer welcome any suggestion and critic for the improvement of this undergraduate thesis and hopefully this paper will be useful for self and all the readers.

Metro,October 2017

The writer



SELY WULANDARI
St.N. 13108397

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another. Many languages are used in this world, one of which is English. Now a days, it has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, it has been declared as a formal language on international communication for a long time ago.

In education, English as a foreign language has an important role. There are four skill are speaking, writing, reading and listening. Reading is not easy to be learned because it needs maximal reading skill. Many problems that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit,reading technique, motivation and reading interest. Motivation is needed by reader to read texts or books. Unfortunately, most of readers do not have motivation to read, they think that reading is something bored.

Reading is very important because by mastering reading skill, people can get information and add their knowledge from the text. There are many different purposes for reading. Sometimes we read for pure pleasure, and sometimes we need to follow a set of directions. As a student, much of

reading will be to learn assigned material. We get information from everything we read and yet we don't read everything for the same reason or in the same reason or in the same way or at the same rate.

Based on the explanation above, English instructors must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English. The instructors must be able to arrange their assignments effectively. They are demanded to motivate the students in order to learn English well.

The following is the result data of pre survey on November 07th, 2016 at the eleventh grade of SMA N 1 Sukadana.

Table 1
Students English Result

No.	Score	Categories	Frequency	Precentages
1.	80-100	Good	1	3,85 %
2.	70-79	Fair	4	15,38 %
3.	>70	Bad	21	80,77 %
Total			26	100 %

Source : "Mrs. Sri Supriyati, S.Pd" The teacher who teaches in SMA N 1 Sukadana, taken on November,07th 2016.

Based on data and table above, we can see that there are only 5 from 26 students who passed from 70 and 21 students who failed from 70 as the Minimum Mastery Criteria (MMC). So, based on the data of pre-survey at the eleventh grade of SMA N 1 Sukadana, the researcher found that the students still many problems in teaching reading. Fisrt, the student have low ability in comprehending the meaning of the text. Second, the student have lack of vocabulary. The third, the student do not know how to learn reading

well. The fourth, the students are not interested in English. The last and the seriously problem, the students find the difficulty in reading comprehension ability. They tend to be silent when reading class takes place, whereas they do not understand with the given material.

To solve these problems. The researcher should have a variety of ways and strategies in teaching reading comprehension. The strategies which is used should be suitable to the student based on the students' characteristic, level and need. It also ought to be combined with the appropriate material, so, the goal of the education will be reached effectively. One of the strategies that fulfill requirement above is KWL (Know, Want to know, Learn).

KWL is a strategy in helping students to comprehend the text. Students are able to comprehend the information contained from the passage, it consist of 3 phases (Know, Want to know, Learn).

Based on situation above the writer will conduct a research entitled "The Influence of Using Know, Want to Know and Learn (KWL) Strategy on the Students' Reading Comprehension Ability at the Eleventh Grade of SMA N 1 Sukadana East Lampung".

B. Problem Identification

In this research, the writer formulates the problems of the study as follows:

1. The student have low ability in comprehending the meaning of the text.

2. The student have lack of vocabulary.
3. The student do not know how to learn reading well.
4. The students are not interested in English.
5. The students find the difficulty in reading comprehension ability.

C. Problem Limitation

In line on the problem identification, the researcher limits the problem to the last problem, that is most of the students find the difficulty in reading comprehension ability.

D. Problem Formulation

The problem that study in this research is formulated as follows:
Is there any positive and significant influence of using know, want to know and learn (KWL) strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana East Lampung ?

E. The Objectives and Benefit of the Study

At the end of this research the researcher hope that it can have some advantages to the broaden teaching and learning process.

a. The Objectives of the Study

To know whether there is positive and significant influence of using KWL strategy on the students' reading comprehension ability.

b. The Benefit of the Study

The result of this study is intended to give contributions in teaching English both theoretically and practically. Theoretically, this study will support the theories on language teaching and learning, especially those related to this study. Then, practically the benefits of this study are placed into some intensions as follows :

1. For the students

As the result the students learning, the students' vocabulary will increase automatically by using KWL strategy. It will give an enjoyable learning situation which can improve students' motivation.

2. For the English teachers

a) They can use KWL strategy as an alternative strategy in teaching reading.

b) The result of this study can be used as a starting point of being creative students in doing something, especially in reading the English texts.

3. For the other researchers

a) The result of this study can be used as a reference of conducting further relevant research.

b) The result of this study can be used as a thinking framework of finding out another solution to solve students' problem in

comprehending the English texts when they are going to conduct the investigation.

4. For the headmaster

The result of this research as the considering in learning process in the school and the headmaster can convey to the teacher that they should know students' problem in order to reach learning process effectively.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

This chapter contains the theories which support the research, it includes about the more explanation of reading comprehension ability and KWL strategy. Therefore, the researcher tries to explain all of those items as follows :

1. The Concept of Reading

a. The Definition of Reading

Reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when learn English as a foreign language.

If we understand the concept of reading, it can be easy for us to get information or ideas when we read something. According to Willis, reading is not a natural part of human development.¹ It is part of skills in learning language that is effective to learn to improve language development. Reading gives the way for the human to get information about something even though it is not natural part of human development.

¹ Judy Willis, *Teaching the Brain to Read*, (Virginia USA: Alexandria, 2008),p.2

While Caroline T Linse state that reading is a set of skill that involves making sense and deriving meaning from the printed word.²In order to read, must be able to decode (should out) the pointed words and also comprehend what we read.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also hasa positive effect on students' vocabulary knowledge, on their spelling and on their writing.³

Based on the statement above, it can be inferred that reading is a complex activity process which is very involving the language and thought in order to get meaningful message, science or information sent by the writer through printed language such important as graphic symbols, written verbal symbols.

b. The Types of Reading

There are four types of reading; they are intensive reading, extensive reading, aloud reading and silent reading.

1. Intensive Reading

There is a difference between learning to read and reading to learn. Both of these are valid forms of reading but they have different aim. When students read to learn it can be called intensive reading they are reading a text to learn something about the language itself

² Caroline T. Linse, *Practical English Language Teaching*, Young Learners, (New York : Mc. Graw Hill Companies, inc. 2005), p. 69

³ Jeremy Harmer, *How to teach English: An Introduction to Practice of Practice of English Language Teaching*, second edition (Edinburgh: Longman,2004),p.99

like new word, some grammar and so on. According to Brown intensive reading is usually a classroom-oriented activity in which students focus on the linguistic of semantic detail of passage⁴. In other word, it's just reading to learn the subject at school.

The aim of this reading helps teacher in teaching language or a reading skill such as guessing the topic of an article from its title, or to give examples of say , the past tense which the students will then study intensively.

2. Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).⁵Most extensive reading is performed outside of class time like reading novel, fable, and another narrative story.

The aim of this reading helps the reader in reading fluency. This technique allows them to process language faster and improves comprehension and enjoyment. Students can also learn to read by building their set of reading skills and strategies and by doing speed reading activities designed to improve comprehension speed and overall fluency.

⁴ Brown,H.Douglas.*Teaching by Principle an Interactive Approach to Language Pedagogy, second edition* (San Fransisco : Longman,2001)p312

⁵ Ibid,p.313

3. Aloud Reading

Patel said that “Reading aloud must be given at primary level because it is the base of words pronunciation.”⁶ So reading aloud is important to give the knowledge for student how to pronounce the words correctly.

4. Silent Reading

Patel said that “Silent reading is done to acquire a lot of information.”⁷ Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners.

c. The Principles for Teaching Reading

Jeremy Harmer proposes that there are six principles for the teaching of reading :

1. Reading is not a passive skill.
2. Students need to encourage with what they are reading.
3. Students should be encourage to respond to the content of reading text, not just to the language.
4. Predictions major factor in reading.
5. Match the task to the topic.

⁶ Patel and Preven, *English Language.*, p. 120

⁷ Ibid., p.122

6. Good teachers exploit reading texts to the full.⁸

From the explanation above, it can be concluded that a teacher teaches students with some steps in teaching reading . first, the use of a discussion or questioning that brings out just what the author said or in other words, in pre-reading, a teacher ask questions related to the topic before he starts his reading. It is probably more effective to develop desire to read the article and help them arrive at a literal understanding of the piece to be read . Then, after the students have completed reading the assigned section, teacher and students should discuss it.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Danielle S explains that comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.⁹

According to Carol D. Lee et.all, they have noted that reading comprehension is a result of dynamic interactions among knowledge, strategies, goals and dispositions.¹⁰

Caroline T. Linse state that reading comprehension refer to reading for meaning, understanding and entertainment.¹¹ .

⁸ Jeremy Harmer, *How to Teach English : An Introduction to Practice of English Language Teaching*,p. 70-71

⁹ Danielle S.McNamara, *Reading Comprehension Strategies: Theories, Intervention, and Technologies*, (New York: Lawrence Erlbaum Associates, 2007),P.4.

¹⁰ Carol D.Lee, Anika Spratley,*Reading in the Disiplines: The Challenges of Adolescent Literacy*,(New York,2010),p.3

Janette K.Klinger defined that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text understanding of text types) .¹²

Reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read.¹³ So, the more knowledge the reader can bring, the more likely it is that the material will be understood.

b. Models of Reading Comprehension

There are three models of reading as follows:

1. Bottom-Up Model

Bottom-up models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings. Each component involves subprocesses. Subprocesses higher up the chain cannot, however, feed back into components lower down (identification of meaning does not lead to letter recognition, or example).¹⁴

¹¹ Caroline T. Linse, *Practical English Language Teaching*, Young Learners, p. 71

¹² Jannete K.Klinger, Sharon Vaughn, and Alison Boarman, *Teaching Reading Comprehension to Students' with Learning Difficulties*, (New York : the Guilford,2007),p.8

¹³ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem Assesment and Instruction*,(USA : Harper Collin College Publisher ,1994),p.40.

¹⁴ J.Charles Alderson, *Assessing Reading*,(Cambridge University Press,2000),p.16

2. Top Down Model

Top-down models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. Goodman (1976), a strong advocate of top-down models of reading, criticizes bottom-up models because the readers become “word callers” who can read the words on the page but do not understand what they have read.¹⁵

3. The Interactive Model

The models that are accepted as the most comprehensive description of the reading process are interactive models. This third type combines elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources” (Stanovich, 1980, p. 35). Murtagh (1989) stresses that the best second language readers are those who can “efficiently integrate” both bottom-up and top-down processes (p. 102).¹⁶

¹⁵ David Nunan, *Practical English Language Teaching first edition*, (Singapore, 2003), p. 71

¹⁶ *Ibid*, p. 72

c. Teaching Reading Comprehension

Brown states that more recent research on teaching reading has shown that a combination of top-down and bottom-up processing, or what has come to be called interactive reading, is almost a primary ingredient in successful teaching methodology because both processes are important.¹⁷

It means that reading comprehension process gets through top-down process such as ,predicting and activating prior knowledge, and bottom-up processing such as summarizing. What the reader predicts ,in top-down process by predicting and activating prior knowledge, then after reading, in bottom-up process, will be checked whether that is appropriate to what the writer intends.

d. Strategies for Reading Comprehension

To get a good comprehension in reading, Brown explains ten strategies for reading comprehension, such as : identify the purpose in reading, use graphemic rules and patterns, use efficient silent reading techniques, skim the text for main ideas, scan the text for specific information, use semantic mapping, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, capitalize on discourse markers to process relationships. Furthermore,

¹⁷ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition,p.299

the explanations of the strategies for reading comprehension are as follow.¹⁸

1. Identifying the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for ad can weed out potential distracting information.

2. Using graphemic rules and patterns

In many cases, learners have become acquainted with oral language and have some difficulties learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities. While they can often assume that one-to-one grapheme-phoneme correspondences will acquired with ease, other relationships might prove difficult.

3. Using efficient silent reading technique for relatively rapid comprehension

The readers intermediate-to-advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules.

- a) The readers don't need to "pronounce" each word to the teacher.
- b) Try to visually perceive more than one word at a time, preferably phrase.

¹⁸ Ibid,p.306

c) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4. Skimming the text for main idea

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.

5. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

6. Using semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.

7. Guessing when the readers aren't certain

Teacher can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

8. Analyzing vocabulary

One way for learners to make guessing pay off when they don't immediately recognize word is to analyze it in terms of what they know about it.

- a) Look for prefixes (co-,inter-,etc.) that may gives clues.
- b) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
- c) Look for roots that are familiar.
- d) Look for grammatical contexts that may signal information.
- e) Look at the semantic context (topic) for clues.

9. Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information. Capitalizing on discourse markers to process relationship. Many discourse markers in English signal relationship among ideas as expressed through phrases ,clauses, and sentences. A clear comprehension of such markers can greatly enhance learner's reading efficiency. Types of discourse markers are :

- a. Enumerative firstly, secondly, finally ,etc.
- b. Additive again, the again, moreover ,well ,etc.

- c. Logical sequence : so far, as result, consequently, etc.
- d. Explicative : namely, in other words namely, etc.
- e. Illustrative : for example, for instance.
- f. Contrastive : by contrast, for all that, yet, etc.

3. The Concept of Reading Comprehension Ability

a. The Definition of Reading Comprehension Ability

Earl Prevette defined that ability is the capacity to act, the quality or state of being able. It is the power of perform, whatever physical, moral, intellectual or legal.¹⁹

The word ability in Oxford Advanced Learner's Dictionary can be defined as :

1. To do something the fact that somebody/something is able to do something.
2. A level of skill or intelligence.²⁰

Based on the definition above, the researcher can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

In addition Douglas Brown explains that reading comprehension is primarily a matter of developing appropriate, efficient comprehension

¹⁹ Earl Prevette, *How to : Turn Your Ability into CASH*, second edition, (USA : American Book-Stratford Press, 1949), p.15

²⁰ As Hornby, *Oxford Advanced Learner's Dictionary*, New York : Oxford University Press, 2000, p.2.

strategies.²¹ It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

Based on quotation above, it can be inferred that reading comprehension ability is the activities that require the reader to read meticulously in order to understand the total meaning of a reading selection. In reading comprehension the learners are trained to obtain the information from the text so learners understand what they read.

b. Measurement of Reading Comprehension Ability

Traditional measures of reading comprehension are limited in that they prepare only a common indicator of how the student understands to text, and they are not based on experts' knowledge of what good readers to do comprehend text.²²

To know the achievement of reading comprehension ability should be measured use the assessment of reading. There are some criteria commonly use in measuring students' reading comprehension ability, as follow :²³

- 1) Main idea (topic)
- 2) Expression/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features

²¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2001),p.306

²² Jannete K.Klinger, Sharon Vaughn, and Alison Boarman, *Teaching Reading Comprehension to Students' with Learning Difficulties*,p.15

²³ Brown Douglas, *LanguageAssessment: Principle*, p. 206

- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context.

4. The Concept of KWL Strategy

a. Definition of KWL Strategy

The KWL strategy have three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading.²⁴

According to Ogle (1986), KWL is a process in which the teacher models and guides active engagement with informational texts.²⁵

Peregoy and Boyle explains that “The K-W-L strategy is an instructional reading strategy that is based on moving from one stage to another. In the K stage: What I know, students access their background knowledge to the text they are reading by listing what they already know about a specific topic. Then in the W stage: What I want to know, student list what they want to know about the same topic, and finally, they summarize what they have learnt in the L stage: What I have learnt.”²⁶

²⁴ Donna M. Ogle ,*K-W-L: A Teaching Model That Develops Active Reading of Expository Text*,(The Reading Teacher,1986),p. 565

²⁵Camille Blachowicz, Donna Ogle, *Reading Comprehension : Strategies for Independent learners 2nd ed.*,(New York,2008),p.113

²⁶ Hanan Hasan Al Hosani, *The Development of Young Learners’ Reading Comprehension Skill*,p.71

KWL is an acronym for know, want to know and learned. Students use a chart to record their ideas and questions before reading a selection and then to record what they have learned after reading.²⁷

KWL is one type of graphic organizer that allows students to determine what they *know* about a specific topic, what they want to know/learn about a specific topic, and what they learned from the lesson.²⁸

From the explanation above, it can be concluded that KWL strategy is a teaching strategy that helps pupils develop tactical ways to learn new material of their reading comprehension ability with the use of questioning and accessing information from reliable sources. This strategy can be effective in promoting independence in learning. The ages and stages of development will determine the role the teacher plays in guiding pupils through the KWL process. However, if the strategy is used for the first time, it is highly recommended that the teacher directs the process and models the steps.

This strategy is designed to help students develop a more active approach of reading learning. It can be to stimulate the kinds of thinking needed for learning and then give students individual opportunities to list what they know, what questions they want to answer, and what they have learned from reading the text.

²⁷ Kathleen Feeney Jonson, *60 Strategies for improving Reading Comprehension in Years P-8*, (Hawker Brawnlow Education, 2007), p.81

²⁸ Chris Moersch, *Informal Assessment Strategies : A-Z for the Math Classroom*, (Loti Connection, 2008), p.4

b. The Purposes of KWL Strategy

The KWL activity can be used in the introduction of a new literacy strategy to stimulate prior knowledge and student engagement. For students to feel comfortable to participate freely it is sometimes helpful to emphasize the “What I think I know” until complete the “What I learned” final list.²⁹

KWL strategy is developed to encourage purposeful reading activity by activating and organizing students' prior knowledge .

There are some purposes of KWL strategy namely:

1. Elicits students' prior knowledge of the topic of the text.
2. Sets a purpose for reading.
3. Help students to monitor their comprehension.
4. Constructs meaning from what they read.
5. Allows the students to assess their comprehension of the text.
6. Provides an opportunity for students to expand ideas beyond the text.³⁰

c. How to Use The KWL Strategy

KWL guides students through their reading material. Although the process begins as a before reading activity, its primary purpose is to develop a framework which students can use as they read.

²⁹ Wilis, Judy, *Teaching the Brain to Read*, p.40

³⁰ Erika Sinambela, Sondang Manik, Rotua Elfrida Pangaribun, *Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy*, p.18

1. Steps :

- a) Provide students with the opportunity to brainstorm and list the ideas and details that they already **know** about a topic.
- b) Next, they review the topic again and consider what they still **want to know**. They list these items in the **W** section of the chart. Items should be listed as questions.
- c) As they read or after they read, students add details that they have **learned** while reading. They list these items in the **L** section of the chart.

2. Teaching Suggestions :**a) For K (Know)**

- 1) Prepare questions in advance to help students brainstorm their ideas. Prompt students : “Tell me everything you already **know** about _____.”
- 2) Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. You might ask them : “What made you think of that ?”

b) For W (Want to Know)

- 1) Explain that **want** is best defined as what they **need** to know or learn. Students have a tendency to proclaim, “I don’t want to know anything about it.”

- 2) Ask alternate questions in order to prompt student responses. Questions may include: “What do you think you will learn about this topic ?”
- 3) Refer back to the **K** section of the chart. Ask students “What more could you learn about this idea ?”

c) For L (Learn)

- 1) Remind students that they should try to answer their **W** questions as they fill in the **L** column.
- 2) Encourage students to write any new and interesting information that they **learn**.
- 3) Suggest students search in other sources for the answers to questions that were left unanswered in the text.³¹

Table 2

KWL Strategy

K (Know)	W (want to know)	L (Learn)
• What do you know?	• What do you think you will know ?	• What did you learn ?

³¹ June Preszler, *On Target: Reading Strategies to Guide Learning Grades 4-12*, (BHSSC: 2015),p.16

d. Advantages and Disadvantages of KWL Strategy

There are some advantages and disadvantages of KWL strategy, according to Ibrahim (2012)³² :

1. Advantages of KWL strategy
 - a) It can be used for all skills but is most suitable for reading skills.
 - b) It helps students to monitor their comprehension and knowledge.
 - c) It encourages students to do critical thinking.
 - d) It makes teacher and students become more interactive in the teaching and learning process.
 - e) It sets out a purpose for reading. This means that readers have some ideas about the text before reading the whole text and focus to find the important points whilst reading.
2. Disadvantages of KWL strategy
 - a) It is difficult for students with no prior knowledge.
 - b) It is not effective for reading fiction materials.
 - c) It is not appropriate for readers who are not active thinkers..
 - d) Students will give up and get bored easily

B. Theoretical Framework and Paradigm

1. Theoretical framework

This is quantitative research. This research is aimed to know the influence of the independent variable (X) toward the dependent variable

³² Ummul Khaira “The Use of Know, Want to Know and Learnt (KWL) Strategy to improve Reading Comprehension” of *English Education Journal* ,(Banda Aceh: MTsN Model),6(3),411-423,July 2015,p.416-417.

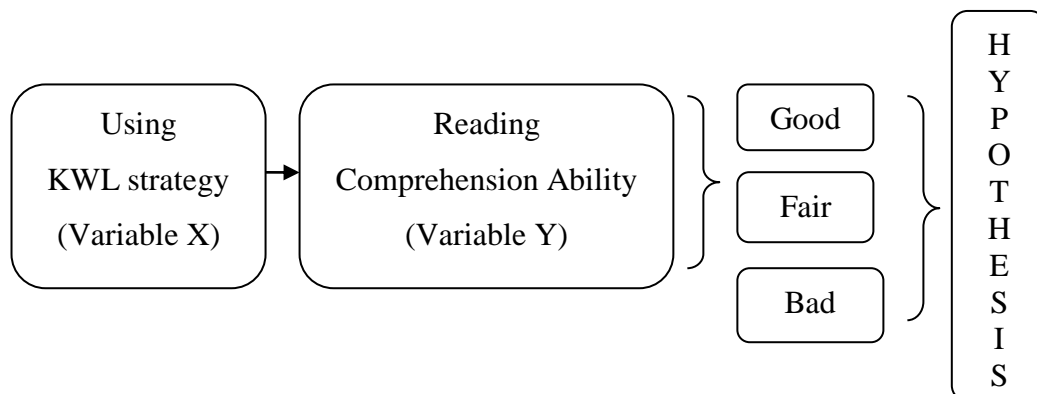
(Y). According to the theoretical framework, it consists of all the theories that forward to explain the relationship between fertility and mortality.

A good theoretical framework will explain theoretically the relationship each variable will be researched. A research which refers to two variables or more, it is usually formulated with a hypothesis either in comparison form or relation. Hence, in arranging research hypothesis comparison or relation, then it needs to be explained the theoretical framework. The stages in arranging theoretical framework is continued by producing a hypothesis. A theoretical framework guides your research, determining what things you will measure, and what statistical relationships you will look for. There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is KWL strategy and the dependent variable (Y) is reading comprehension ability. If the implementation of KWL strategy is very appropriate, the student's reading comprehension ability will be good. But, if the implementation of KWL strategy is inappropriate, the student's reading comprehension ability will be poor.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows :

Figure 1
Scheme of the influence of using KWL strategy
on the reading comprehension ability
at the eleventh grade of SMA N 1 Sukadana



C. Hypothesis Formulation

1. Alternative hypothesis (H_a)

There is any positive and significant influence of using KWL strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana.

2. Null hypothesis (H_0)

There is no any positive and significant influence of using KWL strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana.

3. Statistical Hypothesis

The formulation of statistical hypothesis in this research are :

If $F_0 > F_t$ H_a is accepted and H_0 is rejected.

If $F_a < F_t$ H_a is rejected and H_0 is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the problem in the class, a researcher can prepare the design that would be researched. The researcher used the quantitative research to identify the influence of using KWL strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana. Moreover, Aliaga and Gunderson defines that quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).'³³

Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.³⁴

In this research, the kind of the researcher is quantitative research. The researcher will conduct the experimental design that use class XI.IPA2.

This research is to know whether the KWL strategy can influence the students' reading comprehension ability. To investigate the achievement of the research, firstly the students was given the question from the researcher to

³³ Daniel Muijs, *Doing Quantitative Research In Education*, (London: SAGE publications, 2004), p.1

³⁴ Ibid, p.13

know knowledge of reading comprehension in the pretest, the researcher got the low scores and high scores. After the researcher knew the score of the students, the researcher made the treatment for all students by using KWL strategy and reading text to increase their knowledge. The researcher explained more about KWL strategy.

After the treatment has been conducted, the researcher administrated the post test to know the result from the treatment. The researcher identified the students' achievement in reading comprehension ability. If the score were higher than post test it indicated that the KWL strategy can't be used to increase the reading comprehension ability but if the score were higher than pretest, it showed that the KWL strategy influenced the students reading comprehension ability in the eleventh grade of SMA N 1 Sukadana.

B. The Operational Definitions Of Variables

Variables in this research are consisted of KWL strategy and reading comprehension ability.

1. Independent Variable

According to Yogesh "Independent variable can be understood at the factor that is measured, manipulated, selected or controlled by the researcher."³⁵ The independent variables are variable (probably) cause,

³⁵ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi:New Age International Publisher,2006), p.63.

influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable.

KWL strategy is the variable which influence the dependent variable. Independent variable in this research is KWL strategy at the eleventh grade of SMA N 1 Sukadana. KWL strategy to give the way and knowledge for students in comprehend the reading text. In this research the students can comprehend the text easily by using KWL strategy.

The indicators of this variable are :

- a. The students know what is the KWL strategy.
- b. The students can learn reading text by KWL strategy.

2. Dependent Variable

According to Creswell “Dependent variable of this research is the variable which is observe and measure to determine the effect of the independent variable.”³⁶ Dependent variables are variables that depend on the independent variable. It is the results of the influence of the independent variable. Dependent variable of this research is reading comprehension ability that can be defined as one of skills in English to get more information, knowledge and message in a text. According to Brown, indicators of this dependent variable are:

- 1) The students can identify and analyze reading text.
- 2) The students can find information from reading text.

³⁶John Creswell, *Research Design.*, p.94

- 3) The students should have knowledge about understanding the reading passage.
- 4) The students can get the message from the text, includes main idea and specific information.

C. Population, Sample, and Sampling Technique

1. Population

The populations is all individuals of interest to the researcher. It means that the population of this research was the students. The population of this research was the students of the eleventh graders of SMA N 1 Sukadana. In this research the total population was 128 students who are divided into five classes.

2. Sample

Sample is a small proportion of population selected for observation and analysis.³⁷ The quality of a research is not only determined by a big number of sample, but also by the valid theories and the data analysis. It means that sample is the part of population which represent that population will be researched.

³⁷Prabhat pandey and meenu mishra pandey, *Research methodology : tools and techniques*,(bridge center:2015),p.43

The samples of the research as respondent is XI.IPA2, students who have eleventh graders of SMA N 1 Sukadana, that number is 26 students.

3. Sampling technique

This research is needed sample as example to describe population condition. Donal Ary defined sample is a portion of population.³⁸ Meanwhile, Marczyk defined sample as” a subset of the population.”³⁹

In other words, sample is part of population that will be researched. Sampling technique is a way to decide the sample which is appropriate with data source and gives attention in characteristics and distributing population in order to get representative sampling. The sampling technique applied in this research was purposive clustering sampling that is determined sample by using consideration. The writer had chosen the students from XI.IPA2 class, because this class got the lowest English ability especially in their understanding of reading comprehension that very poor appropriate with the pre-survey result.

D. Data Collecting Method

³⁸ Ibid.

³⁹ Geoffrey Marczyk *et.al.*, *Essential of Research Design and Methodology*, (New Jersey, Jhon Willey and Sons Inc, 2005), p.84

In collecting data, the writer use the following procedures which can be described as follows :

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Test is a way which is used to measure a person's ability or knowledge in a given domain⁴⁰.

Whereas, this research is a true experimental design research with applying pre-test and post-test. So, the researcher used test as data collection method to measure dependent variable. The researcher will use reading comprehension ability.

a. Pre-test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action researcher.

b. Post-test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class. It has been done after the treatments, in order to know whether this method is effective or not to influence the students' reading comprehension.

⁴⁰ Douglas H. Brown, *Teaching by principles an interactive approach to language pedagogy*, san francisco:longman,2001,p.384

2. Documentation

In getting the information, the researcher was got three kind of source such us : paper, place and people. Documentation is the tools which has written like books, magazines, document, regulation, note, etc.

The researcher will use this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMA N 1 Sukadana.

E. Research Instrument

The research instrument in this research will held the test which had explained as follows :

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used pre-test and post-test instrument for the experimental class, here are blueprint :

- a. The instrument which was used in test in this research, it included the pre-test and post-test about reading comprehension ability result. The researcher use the objective test that is multiple choices and essays test. The researcher will instruct the students to share their idea about the topic.

The composition is analyzed and scored by this way, the criteria of reading comprehension ability :

- 1) Students can identify the meaning of the ideas in the text.
- 2) Students can identify communicative purpose of the text.
- 3) Students can identify main idea of the text.
- 4) Students can identifying information contained in the text.

The researcher will compare the scores in order to measure whether there is any significant influence between using KWL strategy on the students' reading comprehension ability.

b. The instrument which will use in documentation method is documentation guidance, as follow :

- 1) Documentation about conditions of the teachers and officials in the SMA N 1 Sukadana.
- 2) Documentation about the students of SMA N 1 Sukadana.
- 3) Documentation about the organization structure of SMA N 1 Sukadana.

c. The instrument which will use in observation method is observation guidance. In this technique, the data is taken from the observation list about everything will be happened during teaching learning process which are about the teacher's treatment to the students, which method the teacher use and how the process worked. The observation also is about students' responses and participation learning process.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Moreover, the researcher will use the standard for test instrument as following :

a. Validity

To get an accurate data, the instrument which the test have a good quality. Therefore, the researcher uses content validity and construct validity. Beside that, construct validity refers to the measurement of the research which has some indicators to measure one aspect or construct. In the other word, the instrument would be relevant to the focus of the research. Therefore, the researcher use content validity based on the syllabus and materials at the eleventh graders of SMA N 1 Sukadana.

b. Reliability

Reliability is the other way that researchers have of evaluating whether their variables and finding are effective. Reliability is about consistency.⁴¹ If the result of the instrument are consistent, it is called reliable. The reliability of the instrument has a close relationship with triangulation. There are some techniques in triangulation : interview, observation, and documentation. This research, the writer will use documentation.

⁴¹Margaret Alston, Wendy Bowles, *Research for Social Workers An Intorduction to Methods 2nd ed.*, (Australia, 2003), p.49

F. Data analysis Technique

In data analysis technique, the researcher will use two formulas. To investigate whether there is a significant influence of using KWL strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana, the researcher analyzes the data by using t-test. According Donal Ary the formulation of t-test as follows ⁴² :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes :

t = ratio.

\bar{D} = Average difference.

N = Total of participant

$\sum D$ = Total of pre-test and post-test

$\sum D^2$ = Total of pre-test and post-test (²)

Secondly, to investigate whether there is any significant influence of using KWL strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana, the researcher used Chi-Square formula.

⁴² Donal ary ,*Introduction to Research in Education* (Canada:Wadsworth,2006),p.177

According to Donal Ary, when dealing with nominal data, the most widely used test of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.⁴³ It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the research uses Chi-Square formula. The formula of Chi-Square⁴⁴ :

$$\chi^2 = \sum \left(\frac{(F_o - F_e)^2}{F_e} \right)$$

Where :

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

⁴³ Ibid,p.188

⁴⁴ Ibid.,

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of the Data

1. Research Setting

a. The History of SMA N 1 Sukadana

SMA Negeri 1 Sukadana is one of the senior high school in East Lampung. SMA Negeri 1 Sukadana is located at the Ki Hajar Dewantara-street Number. 1 Sukadana, its construction in 1983 which was at that time in the region of Central Lampung regency government. Standing on a land area of 18,900 m² donated by some villagers Pasar Sukadana East Lampung.

Table 3

Period of Principal in SMA N 1 Sukadana

No	Name of Principles	Periode
1	Said Ilyas, BA	1983-1990
2	Drs. Sirad HP	1990-1992
3	Drs. JahidinHusin	1992-1998
4	Drs. Hi Burhanuddin H	1998-2000
5	Drs. Emrizal	2000-2001
6	Drs. Yahya	2001-2002
7	Dra. Hj. Zuraida R. M	2002-2007
8	PutriHartina, S.Pd. M.Si	2007-2012
9	Adam Usman, M.Pd	2012-2017
10	PutriHartina, S.Pd. M.Si	2017-Now

Source: School archivetaken on May3rd, 2017.

b. Vission and Mission of SMA N 1 Sukadana.

1. Vision School: “Be the ideal school” with indicators:
 - a) Excellent in academic.
 - b) Excellent in the field of nonacademic.
 - c) Excellent in performing.

2. Mission of SMA N 1 Sukadana.

Based on above vision, the mission determined to make it happen as follows:

- a) Supplying of school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce quality graduates.
- b) The implementation of effective learning and guidance so that every students’ can advance optimally appropriate with their potential.
- c) Giving the intensive achievement motivation through about the school to students’.
- d) Foster appreciation of the teaching of religion and culture of the nation so that the source of wisdom in the act.
- e) Implementing participatory management by involving the whole school community and local community school.
- f) Improving the welfare of teachers and employees.

c. Building Condition and School Facilities

1) Facilities and Infrastructure

SMA N 1 Sukadana has permanent facilities and infrastructure that divided into several rooms for teaching purpose such as:

a) Class Room:

1) Class Room : 17 Rooms.

b) Laboratory

1) Laboratory Computer : 1 Room.

c) Office and Staff Room:

1) Principal Room : 1 Room.

2) Administration room : 1 Room.

3) Room of BP/BK : 1 Room.

4) Kitchen room : 1 Room.

d) Facilitation

1) The Library : 1 Room.

2) UKS room : 1 Room.

3) Room of OSIS : 1 Room.

4) Mosque : 1 Room.

5) The Counselor Room : 1 Room.

6) Guardian house : 1 Room.

7) Canteen : 1 Room.

8) Parking Bicycles/ Motorcycle: 1 Room.

9) Toilet : 3 Rooms.

d. The Condition of the Teachers and Official Employees

The number of teachers and official employees in SMAN1 Sukadana in academic year 2017/2018 that can be identified as follows:

Table 4

The Teachers Educational Background

S1	S2
41 persons	3 persons

From the table above, it shows that the condition of teachers and the official employers at SMAN1 Sukadana, which consists of 3 teachers in level of degree S2, 41 teachers in level of degree S1.

e. The Quantity of Students

The students' quantity of SMA N 1 Sukadana in the academic year of 2017/2018 is 428 that can be identified as follows:

Table 5

The Quantity of Students in SMA N 1 Sukadana

No	Class	Male	Female	Total
1	X.IPA.1	10	18	28
2	X.IPA.2	8	20	28
3	X.IPA.3	9	20	29
4	X.IPS.1	10	20	30
5	X.IPS.2	12	17	29
6	X.IPS.3	10	18	28
Total Class X		59	113	172

1	XI.IPA.1	8	19	27
2	XI.IPA.2	11	15	26
3	XI.IPA.3	10	15	25
4	XI.IPS.1	12	14	26
5	XI.IPS.2	9	15	24
Total Class XI		50	78	128
1	XII.IPA.1	8	18	26
2	XII.IPA.2	11	15	26
3	XII.IPA.3	12	14	26
4	XII.IPS.1	8	16	24
5	XII.IPS.2	9	17	26
Total Class XII		48	80	128

Source: School archives of SMAN 1 Sukadana

2. Reasearch Data

a. The Result of the Student's Pre-test

The researcher conducted pre-test in the first meeting to measure the student's score of reading comprehension. The pre-test used in this research was in the form of do assignment about descriptive text .The result pre-test can be identified as follows :

Table 6

The Student's Reading Comprehension Result of Pre-test
at the Eleventh Grade of SMA N 1 Sukadana

No	Students' Name	Pre-Test (X ₁)
1.	AU	55
2	AS	75
3	ADM	55
4	AS	60
5	AK	85
6	AER	45

7	DA	55
8	DWA	60
9	FA	65
10	FAR	70
11	FWES	65
12	HMY	65
13	MK	55
14	MZ	70
15	MJAP	60
16	NR	70
17	N	35
18	NS	50
19	RH	60
20	RY	55
21	RF	75
22	RI	70
23	SN	45
24	S	80
25	SS	70
26	SA	45
Total Score		$\Sigma = 1595$
Maximal Score		= 35
Minimal Score		= 85
Mean Score		= 61,35

The test was followed by 26 students. Based on the table above, then the researcher measured the class interval by using formulation as follows :

R = The highest score – the lowest score

Note :

The highest score = 85

The lowest score = 35

$$R = 85 - 35$$

$$= 50$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (26)$$

$$= 1 + 3,3(1,41)$$

$$= 5,65 (6)$$

$$P = \frac{R}{K}$$

$$= \frac{50}{5,65}$$

$$= 8,84 (9)$$

The total of class interval (P) for pre-test was 6. After knowing the interval class, than the data which was taken from interval above was put on the table of frequency distribution, as follows :

Table 7

The Frequency Distribution of the Students' Reading Comprehension Score in Pre-test

No	Class Interval	Frequency	Percentage
1	85-94	1	3,85 %
2	75-84	3	11,54 %
3	65-74	8	30,76 %
4	55-64	9	34,62 %
5	45-54	4	15,38 %
6	35-44	1	3,85 %
Total		26	100%

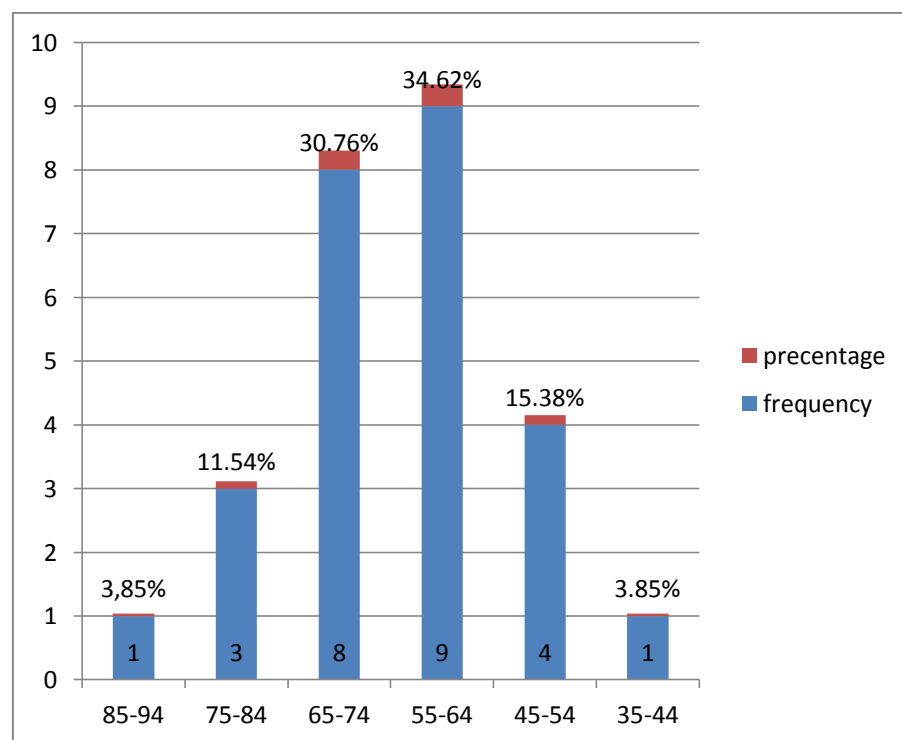
Based on the table of frequency distribution above, it can be inferred that from 26 students as the research samples, there was a

student who was included in the score of 85-94 or 3,85 %, 3 students who got the score 75-84 or 11,54%, 8 students who got the score 65-74 or 30,76%, 9 students who got 55-64 or 34,62%, 4 students who got 45-54 or 15,38% and for the last there was a student who got the score 35-44 or 3,85%.

In addition, the chart below illustrated the frequency distribution of the students' reading comprehension score in pre-test :

Figure 2

The Frequency Distribution in Reading Comprehension Score of Pre-Test



b. The Result of the Student's Post-test

Post test was employed in the last program of this research after giving some treatments and exercise to the students. The test used in present research was the same type as pre-test but in the different title and it was more developed. The result of the students' post test can be shown as follows:

Table 8

The Student's Reading Comprehension Result of Post-test
at the Eleventh Grade of SMA N 1 Sukadana

No	Students' Name	Post-Test (X ₂)
1.	AU	80
2	AS	85
3	ADM	85
4	AS	80
5	AK	85
6	AER	70
7	DA	70
8	DWA	85
9	FA	85
10	FAR	80
11	FWES	85
12	HMY	80
13	MK	70
14	MZ	85
15	MJAP	75
16	NR	75
17	N	60
18	NS	85
19	RH	65
20	RY	75
21	RF	80
22	RI	80
23	SN	65
24	S	85

25	SS	80
26	SA	85
Total Score		$\Sigma = 2035$
Maximal Score		= 85
Minimal Score		= 60
Mean Score		= 78,27

The test was followed by 26 students. Based on the table above, then the researcher measured the class interval by using formulation as follows :

R = The highest score – the lowest score

Note :

The highest score = 85

The lowest score = 60

R = 85-60

= 25

K = 1 + 3,3 log n

= 1 + 3,3 log (26)

= 1 + 3,3(1,41)

= 5,65 (6)

$P = \frac{R}{K}$

= $\frac{25}{5,65}$

= 4,43 (5)

The total of class interval (P) for pre-test was 6. After knowing the interval class, than the data which was taken from interval above was put on the table of frequency distribution, as follows :

Table 9

The Frequency Distribution of the Students' Reading Comprehension
Score in Post-test

No	Class Interval	Frequency	Percentage
1	85-90	10	38,46%.
2	79-84	7	26,92%
3	73-78	3	11,54%
4	67-72	3	11,54%
5	61-66	2	7,69%
6	55-60	1	3,85%
Total		26	100%

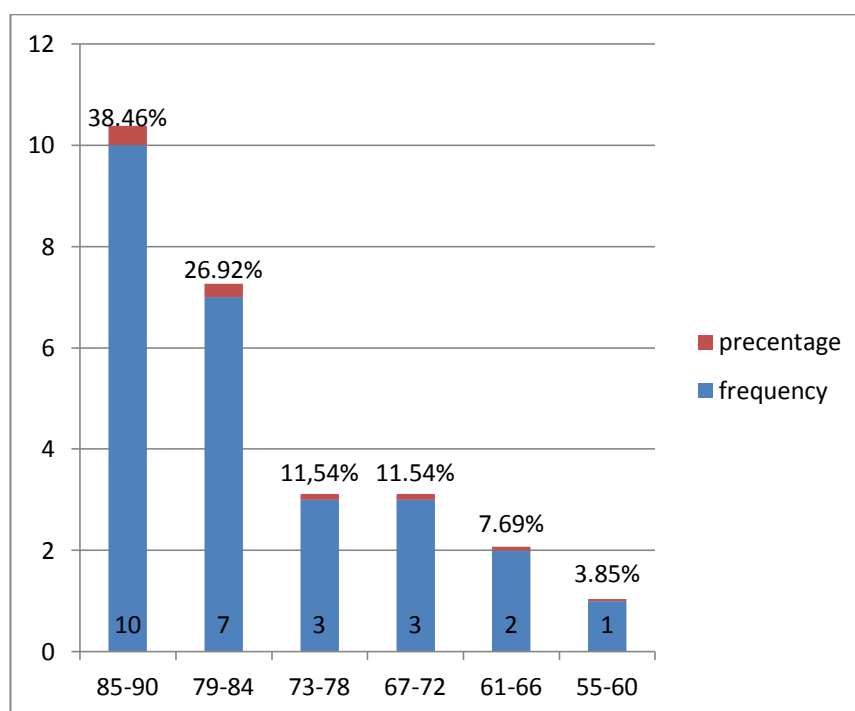
Based on the table of frequency distribution above, it can be inferred that from 26 students as the research samples, there were 10 student who was included in the score of 85-90 or 38,46 %, 7 students who got the score 79-84 or 26,92%, 3 students who got the score 73-78 or 11,54%, 3 students who got 67-72 or 11,54%, 2 students who got 61-66 or 7,69% and for the last there was a student who got the score 55-60 or 3,85%.

In addition, the chart below illustrated the frequency distribution of the students' reading comprehension score in pre-test :

Figure 3

The Frequency Distribution in Reading Comprehension

Score of Post-Test

**B. Hypothesis Testing**

After applying the test and getting the documentation, the researcher analyzed the data by using analysis chi-square and t-test in order to prove whether there is the influence of KWL strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana East Lampung, as followed:

1. Putting the data into the formula Chi-Square (X^2)

After administering the written test method, the researcher analyzed the data by using of Chi-Square (X^2) with two variables in order to prove whether there is a positive and significant influence of using KWL strategy on the students reading

comprehension ability at the eleventh grade of SMA N 1 Sukadana East Lampung, as followed:

$$\chi^2 = \sum \left(\frac{(F_o - F_e)^2}{F_e} \right)$$

Table 10
The Contingency Table of the expected Frequency at the Result of Students' Reading Comprehension Ability in Pretest and Posttest

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	2	7	17	N = 26
Post-test	17	6	3	N = 26
Total	Cn = 19	Cn =13	Cn =20	N = 52

Hypothesis testing by using Chi-square analyzed as followed:

Table 11
The Testing of Data

Sel:	f_0	$f_e = \frac{Cn \times Rn}{n}$	$f_0 - f_e$	$(f_0 - f_e)^2$	$\frac{(f_0 - f_e)^2}{f_e}$
1	2	$\frac{19 \times 26}{52} = 9,5$	-7,5	56,25	5,92
2	7	$\frac{13 \times 26}{52} = 6,5$	0,5	0,25	0,04
3	17	$\frac{20 \times 26}{52} = 10$	7	49	4,9
4	17	$\frac{19 \times 26}{52} = 9,5$	7,5	56,25	5,92

5	6	$\frac{13 \times 26}{52} = 6,5$	-0,5	0,25	0,04
6	3	$\frac{20 \times 26}{52} = 10$	-7	49	4,9
Total		Fe = 52	-	211	$X^2 = 21,72$

From the data above, the value of Chi-square was 21,72. Then, know the critical value of Chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

$$Df = (c-1) (r-1)$$

$$= (3-1) (2-1)$$

$$= 2$$

Note:

Df = Degree of freedom

c = column

R = row

Table 12
The Table of Critical Value of Chi-square

Level of significant	5%	1%
Df 2	5,9914	9,2103

- The critical value of X^2 table for 5% level was 5,9914
- The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

- $X^2_{\text{observed}} = 21,72$
- $X^2_{\text{table of expectancy}} = 5\% (5,9914) \text{ and } 1\% (9,2103)$

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914) and 1% = 9,2103). In this research, the students

have been done all of the tests. It was benefit to know the influence of using KWL strategy on the students' reading comprehension ability from the result of those tests.

From the data above shown the comparison between F_o and F_t was: $5,991 < 21,72 > 9,21$ in 5% and 1% significance. It means that alternatif hypothesis (H_a) which explains "there is a positive and significant influence of using KWL strategy on the students' reading comprehension ability was accepted and H_o was rejected."

2. Putting the data into formula T-test

To find whether there is positive and significant influence of using KWL strategy on the students' reading comprehension ability at eleventh grade of SMA N 1 Sukadana. The researcher used the T-test formula. Firstly, the researcher prepared the table and put the data into the formula t-test as below to get " $t_{\text{observation}}$ ".

Table 13
The Pre-test and Post-test Result of the Students' Reading Comprehension
at the Eleventh Grade of SMA N 1 Sukadana

No.	Name	Pre-test	Post-test	D	D ²
1.	AU	55	80	25	625
2.	AS	75	85	10	100
3.	AD	55	85	30	900
4.	AS	60	80	20	400
5.	AK	85	85	0	0

6.	AER	45	70	25	625
7.	DA	55	70	15	225
8.	DWA	60	85	25	625
9.	FA	65	85	20	400
10.	FAR	70	80	10	100
11.	FWES	65	85	20	400
12.	HMY	65	80	15	225
13.	MK	55	70	15	225
14.	MZ	70	85	15	225
15.	MJAP	60	75	15	225
16.	NR	70	75	5	25
17.	N	35	60	25	625
18.	NS	50	85	35	1225
19.	RH	60	65	5	25
20.	RY	55	75	20	400
21.	RF	75	80	5	25
22.	RI	70	80	10	100
23.	SN	45	65	20	400
24.	S	80	85	5	25
25.	SS	70	80	10	100
26.	SA	45	85	40	1600
Total	N=26	$\Sigma X_1=1595$	$\Sigma X_2=2035$	$\Sigma D=440$	$\Sigma D^2=9850$

According to the table data above, the researcher was found the formulation of the hypothesis test to find the average score between pre – test and post-test, the formulation as follows :

$$\begin{aligned}
 \bar{D} &= \frac{\sum D}{n} \\
 &= \frac{440}{26} \\
 &= 16,93 \\
 t_{observed} &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{16,95}{\sqrt{\frac{9850 - \frac{(440)^2}{26}}{26(26-1)}}} \\
 &= \frac{16,95}{\sqrt{\frac{9850 - 7446,15}{650}}} \\
 &= \frac{16,95}{\sqrt{\frac{2403,85}{650}}} \\
 &= \frac{16,95}{\sqrt{3,69}} \\
 &= \frac{16,95}{1,92} \\
 &= 8,83
 \end{aligned}$$

Therefore, $t_{\text{observation}}$ is 8,83 as the result of the counting by using t-test formula above. To know the critical value of t-test (t_{table}),

the researcher firstly counted df , df is degree of freedom. The formulation of $df = N - 1$. N is the number of research population:

$$\begin{aligned} df &= N - 1 \\ &= 26 - 1 \\ &= 25 \end{aligned}$$

After considering the T-test table by using df is 25. So it can be found that:

Table 15
Critical value of t_{table}

Level Significant	5%	1%
df 25	2,060	2,787

To df 25 with df 5% is 2,060 and 1% is 2,787. With the observation was 8,83. Then, the data confirmed that to $T_{table} 2,060 < T_{observation} 8,83 > T_{table} 2,787$.

C. Interpretation

1. Interpretation of “ $\chi^2_{observed}$ ”

If $\chi^2_{observed} > \chi^2_{table}$, H_a is accepted and H_o is rejected

If $\chi^2_{observed} < \chi^2_{table}$, H_a is rejected and H_o is accepted.

The critical value of “ $\chi^2_{observed}$ ” was 21,72. The conclusion was the using of KWL strategy can influence students’ reading comprehension ability at eleventh grade of SMA N 1 Sukadana.

2. Interpretation of $t_{observed}$

The researcher formulated to “ $t_{observed}$ to t_{table} ” as follow:

a. If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected.

b. If $t_{observed} < t_{table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the Alternative Hypothesis (H_a) such as: “there is a positive and significant influence of using KWL strategy can influence students’ reading comprehension ability at eleventh grade of SMA N 1 Sukadana.

Finally, the data confirmed that “ t_{observed} ” = 8,83 was higher than “ t_{table} ” 2,060 in 5% and 2,787 in 1%. Therefore, it can be concluded that “There was a positive and significant influence of using KWL strategy can influence students’ reading comprehension ability at eleventh grade of SMA N 1 Sukadana.

D. Discussion

In this research, there are two variables : independent variable is KWL strategy (X), dependent variable is Reading Comprehension Ability (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant influence of using KWL strategy on the students’ reading comprehension ability at the eleventh grade of SMA N 1 Sukadana.

During the research, the researcher found many problem there, they found unfamiliar word when they read a text, most of them didn’t understand what they read, they had some difficulties in comprehending the text, they didn’t interest with English subject, and strategy that used by the teacher were ineffective. So, the researcher used KWL strategy to solve the students’ problems.

E. Limitation

This research result was conducted in SMA N 1 Sukadana at the eleventh grade about the influence of using KWL strategy on the students reading comprehension ability. So, the result of this research cannot be generalized. Consequently, this research may be different result if it is conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing quantitative research at the eleventh grade of SMA N 1 Sukadana and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implementing KWL strategy in teaching descriptive text. It means that using KWL strategy in teaching reading is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of using KWL strategy on the students reading comprehension ability at the eleventh grade of SMA N 1 Sukadana. It can be seen from the critical value " $X^2_{\text{observed}} = 21,72$ " and " X^2_{table} " in 5% = 5,9914, and 1% = 9,2103, the data confirmed that " X^2_{observed} " was higher than " X^2_{table} ". Besides, the data confirmed that " $t_{\text{observed}} = 8,83$ " was higher than " t_{table} " in 5% = 2,060, and 1% = 2,787.

Based on the analysis data above, the researcher can conclude that "There is a positive and significant influence of using Know, Want to know and Learn (KWL) strategy on the students' reading comprehension ability at the eleventh grade of SMA N 1 Sukadana East Lampung".

B. Suggestion

After the researcher had done the research at the eleventh grade of SMA N 1 Sukadana, the researcher would like to give some suggestions as follows:

5. For the students

As the result the students learning, the students' vocabulary will increase automatically by using KWL strategy. It will give an enjoyable learning situation which can improve students' motivation.

6. For the English teachers

c) They can use KWL strategy as an alternative strategy in teaching reading.

d) The result of this study can be used as a starting point of being creative students in doing something, especially in reading the English texts.

7. For the other researchers

c) The result of this study can be used as a reference of conducting further relevant research.

d) The result of this study can be used as a thinking framework of finding out another solution to solve students' problem in comprehending the English texts when they are going to conduct the investigation.

8. For the headmaster

The result of this research as the considering in learning process in the school and the headmaster can convey to the teacher that they should know students' problem in order to reach learning process effectively.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : P.1386/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dra.Umi Yawisah, M.Hum
 2. Sdr. Ahmad Subhan Roza, M.Pd.
- Dosen Pembimbing Skripsi

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Selly Wulandari
NPM : 13108397
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 12 Juni 2017
Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2460/2016 Metro, 03 November 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SMA N 1 Sukadana
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Selly Wulandari
NPM : 13108397
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Influence on Using Strategy Know Want to Learn (KWL) toward Students Reading Comprehension at the Eleventh Grade Students Reading Comprehension at the Eleventh Grade Students of Senior High School 1 Sukadana

Untuk melakukan *PRA SURVEY* di SMA N 1 Sukadana.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan



Dr. Akh, M.Pd
NIP. 19691008 200003 2005



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLARHAGA
SMA NEGERI 1 SUKADANA**

Jl. Ki Hajar Dewantara No. 1 Kec.Sukadana Lampung Timur -34194
e-mail : smansasu_lamtim2@yahoo.co.id

Nomor : 420/324/11.SK.04/2016 Sukadana, 07 November 2016
Lampiran : -,-
Prihal : Izin Pra Survey

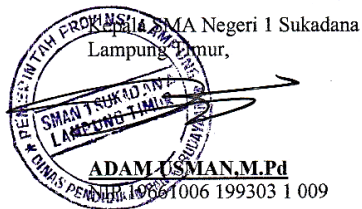
Kepada Yth,
Dekan Sekolah Tinggi Agama Islam Negeri (STAIN)
Universitas Jurai Siwo Metro
Di
Tempat

Dengan Hormat,
Sehubungan dengan Pra survey penelitian di SMA Negeri 1 Sukadana atas
Nama Mahasiswa :

Nama : Selly Wulandari
NPM : 13108397
Program Study : Tarbiyah
Prodi : PBI
Judul Skripsi : "The Influence of Using Know Want to Learn (KWL)
Strategy toward Students' Reading Comprehension at
The Eleventh Graders of SMA N 1 Sukadana"

Yang bersangkutan akan melaksanakan Pra Survey penelitian di SMA
Negeri 1 Sukadana dari tanggal 07 November 2016.

Demikian Surat ini kami sampaikan semoga dapat dipergunakan
sebagaimana mestinya.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2987/ln.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : SELLY WULANDARI
NPM : 13108397
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 SUKADANA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING KNOW WANT TO LEARN (KWL) STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE ELEVENTH GRADE OF SMA N 1 SUKADANA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Juni 2017



Mentahui,
Pejabat Setempat

PUTRI HARTINA, S.Pd, M.Si
NIP. 19620824 198303 2005



an, Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003



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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-2988/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA N 1 SUKADANA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2987/In.28/R/TL.01/06/2017, tanggal 15 Juni 2017 atas nama saudara:

Nama : SELLY WULANDARI
NPM : 13108397
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SUKADANA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING KNOW WANT TO LEARN (KWL) STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE ELEVENTH GRADE OF SMA N 1 SUKADANA".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 15 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP.197210011999031003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SUKADANA LAMPUNG TIMUR

Jl. Ki Hajar Dewantara No. 1 Kec. Sukadana Lampung Timur Kode Pos 34194
Telp (0725) 625211 e-mail:smansasu.lamtim@gmail.com



SURAT KETERANGAN PENELITIAN
NOMOR: 420/tot /11.SK.04/2017

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Sukadana Kabupaten Lampung Timur memberikan rekomendasi/ persetujuan kepada saudara:

Nama : SELLY WULANDARI
Nomor Pokok Mahasiswa : 13108397
Program Studi : Pendidikan Bahasa Inggris
Status : Mahasiswa aktif, STAIN Jurai Siwo Metro

Untuk melaksanakan Research dalam rangka penyelesaian tugas akhir di SMA Negeri 1 Sukadana Kabupaten Lampung Timur dengan judul penelitian: "The Influence of Using Know Want to Learn (KWL) Strategy on The Students' Reading Comprehension Ability At The Eleventh Grade of SMA Negeri 1 Sukadana".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sukadana, 26 Juli 2017

Kepala SMA Negeri 1 Sukadana
Lampung Timur,



PUTRI HARTINA, S.Pd, M.Si
NIP. 196209824 198303 2 005



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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Selly Wulandari
NPM : 13108397

Jurusan / Prodi : Tarbiyah / TBI
Semester / T A : VIII / 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Paraf
1.	Jum'at, 21 Juli 2017	acc for chapters 1, 2, 3 acc for research instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Selly Wulandari

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108397

Semester / T A : IX / 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Paraf
1.	Jum'at, 13 oktober 2017	- Revise cover, Abstract, knowledge, Chapter I, IV, V - Table of contents	
2.	Salasa, 17 oktober 2017	acc for munajazah	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Selly Wulandari

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108397

Semester / T A : VIII / 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Paraf
1.	Rabu, ✓ 12 Juli 2017	hal 1-3 ke instrument	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Selly Wulandari

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13108397

Semester / T A : IX / 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Paraf
1.	4 Oktober 2017	Revise abstract, motto, chapter I, Bibliography	
2.	Jum'at, ✓ 6 Oktober 2017	Chapter IV, V	
3	Rabu, 11 Oktober 2017	Revise again	
4.	Jum'at, ✓ 13 Oktober 2017		

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE



The name of writer is Selly Wulandari she was born in Sukadana, on January 09 1995. She is the third child of happy couple, Mr.M.Husin,ys.S.pd and Syarifah.

She graduated from Kindergarten at TK Pertiwi Banarjoyo in 2001, her Elementary School was at SDN 2 Banarjoyo in 2007, her Junior High school was at SMPN 1 Sukadana in 2010, and her Senior High School was at SMAN 1 Sukadana in 2013. She lives in Pasar Sukadana East Lampung with her family.

In 2013, Selly continued her study to Strata one of English Education Department at State Institute of Islamic Studies Metro.