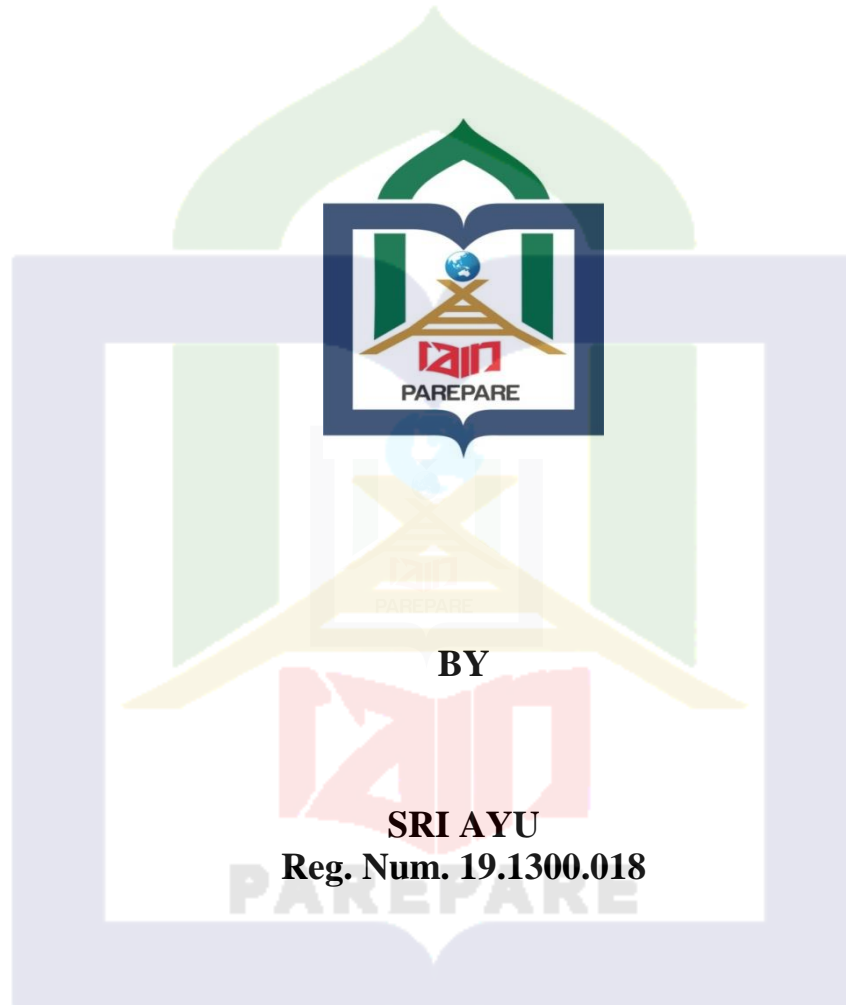


A THESIS
USING READING-LOG STRATEGY TO IMPROVE THE
STUDENT'S READING COMPREHENSION AT
ENGLISH DEPARTMENT STUDENTS OF
IAIN PAREPARE



BY

SRI AYU
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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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**SRI AYU
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

SUBMISSION PAGE

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Thesis

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TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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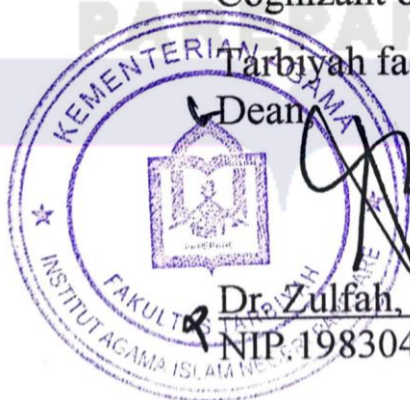
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وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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The writer hopes that this study may be useful, mainly for the researchers themselves and for readers. And ultimately however, now no longer mild, thanks to the Lord of the world, Allah swt, who has blessed us all, created mild in our hearts, and usually listens to our prayers. Amen.

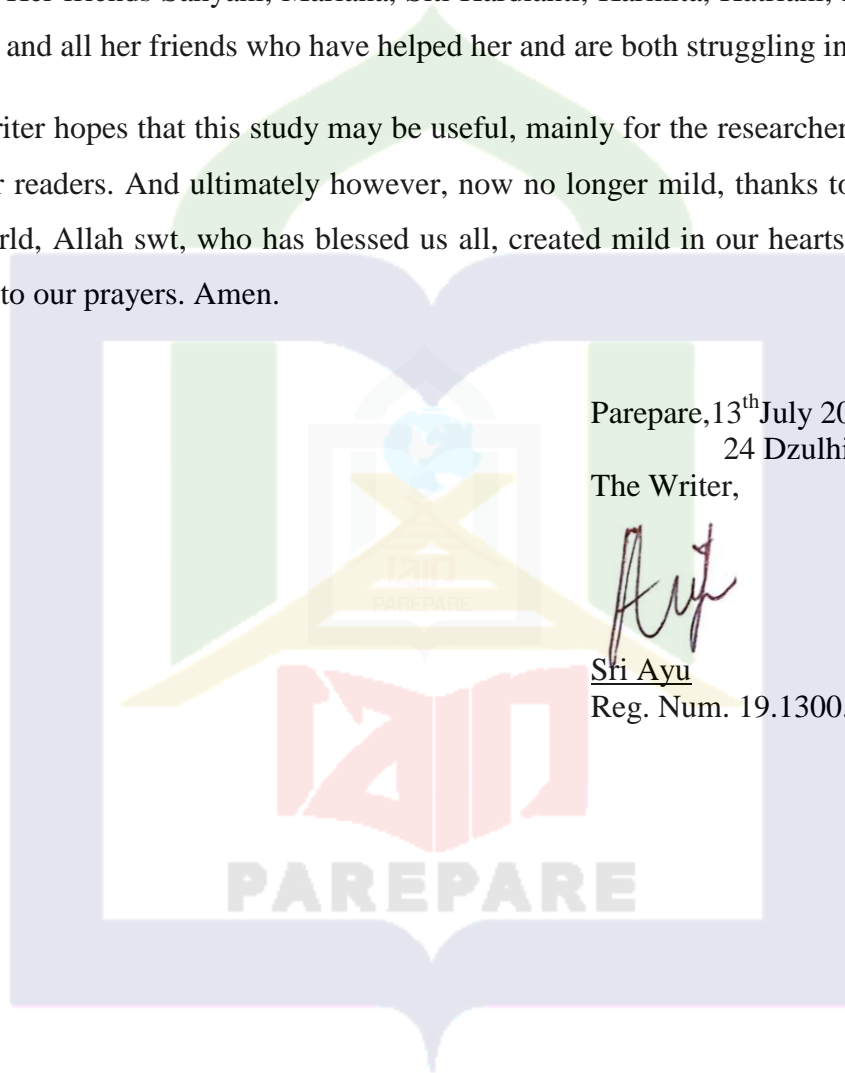
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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

SRI AYU. *Using Reading-Log Strategy to Improve the Student's Reading Comprehension at English Department Students of IAIN Parepare* (Supervised by Ambo Dalle and Kalsum)

The ability to read is always there in every learning theme. This shows that the importance of mastering reading skills. One example, in teaching learning process there would some exam that must be faced by the students one of them is reading test. Based on the researcher's own experience, students usually only read assignments given by lecturers and have no awareness of reading outside of class hours. this is one of the reasons why using a read log is necessary.

This study used a pre-experimental design. This research used random sampling technique for sample. The sample choosen is class A with 19 total numbers of students at the second semester of English Education Program. The sample consist of 17 female and 2 male students.

The results of this study explain that the reading log strategy is able to improve the reading comprehension of students in the English Department of IAIN Parepare, as evidenced by the mean student pre-test score of 48.8 and the post-test mean score of 73.8. Based on these results, there is a difference or increase between the average pretest and posttest scores.

Keywords: Reading Log, Reading Comprehension

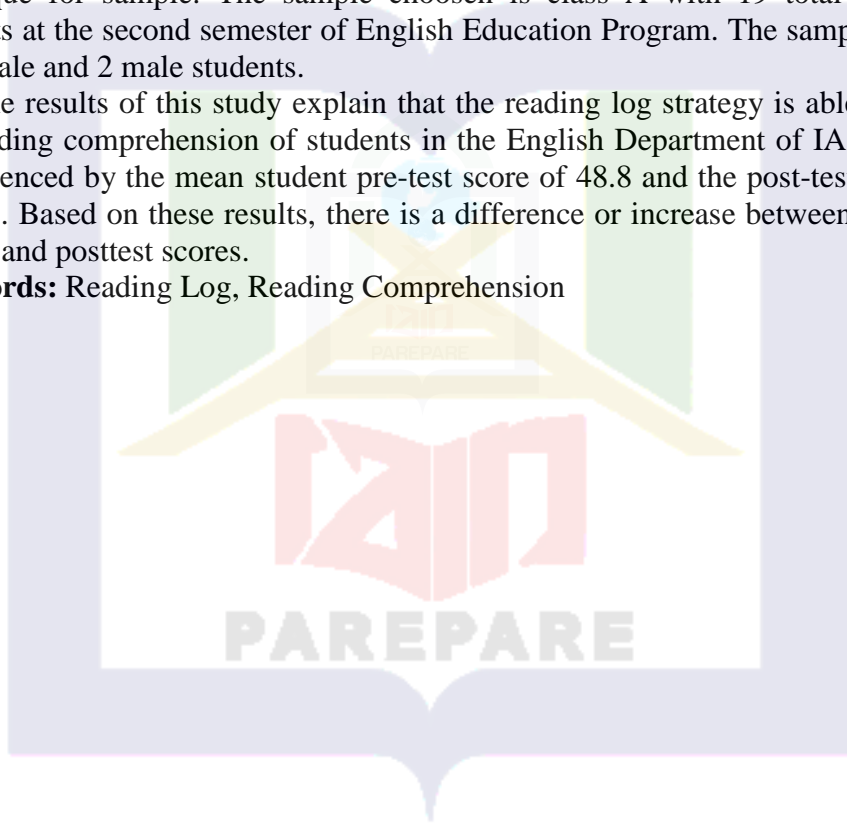
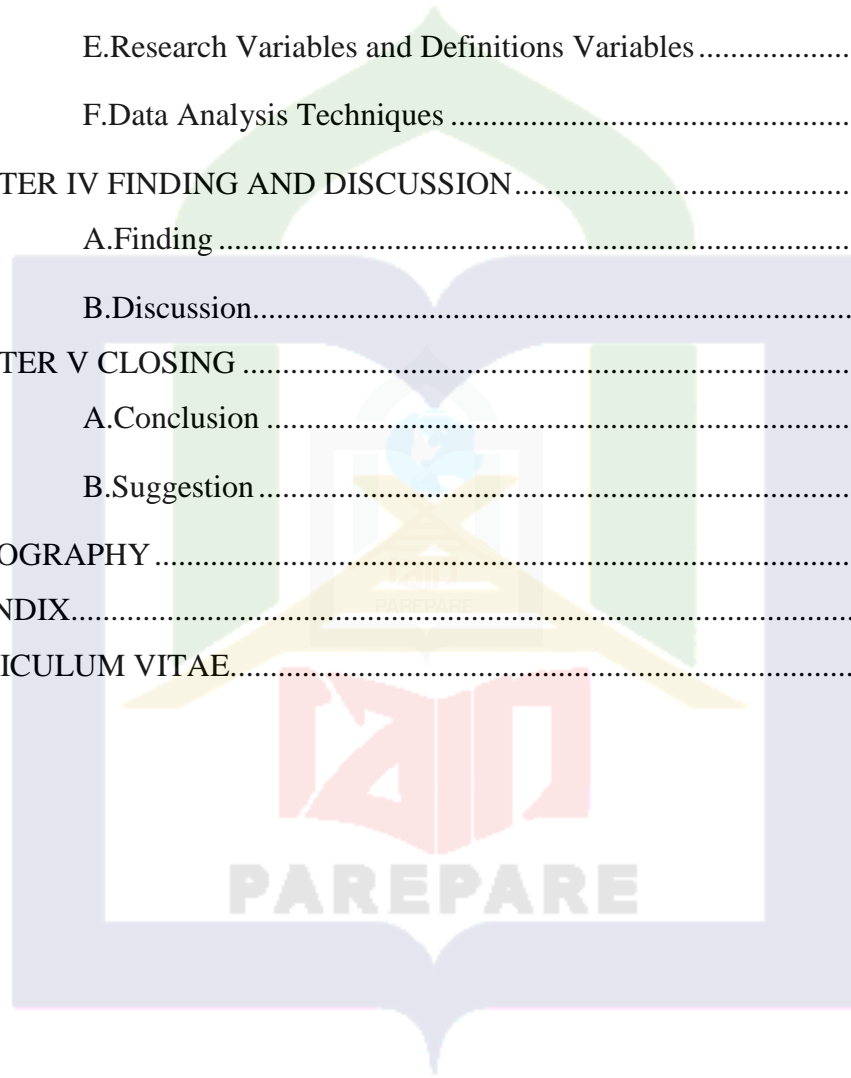


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CHAPTER I

INTRODUCTION

This chapter presents an overview of the issues to be discussed. This chapter consists of background, problem formulation, research objectives and the significance of the research.

A. Background

Reading is one of the things that students are less interested in nowadays because of factors such as the environment, school and parents, which do not encourage students to improve their reading skills. This is also evident from existing surveys that Indonesia is one of the countries with the lowest reading literacy in the world.¹ The survey is very concerning, but this is indeed a problem that often occurs where students' reading tendencies are indeed low. whereas what we know is that reading is a means for students to learn something that is not yet known and can broaden students' knowledge to know themselves. To achieve the above goals, students' reading skills are needed².

Indonesia is ranked 62 out of 70 countries, or in the bottom ten, with a low literacy rate, according to a survey conducted by the Program for International Student Assessment (PISA) and published by the Organization for Economic Co-

¹Bahrul Ulu Ilham, “*Harbuknas2022:Literasi Indonesia Peringkat Ke-62 Dari 70 Negara*” (Diakses Pada 5 Februari 2023,Pukul 19.43)

²Maya Umi Widasari, “Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa Melalui Metode PQ4R Pada Pelajaran Bahasa Indonesia Di Kelas IV MI Islamiyah Sumberrejo Batanghari Lampung Timur.”2017

operation and Development (OECD) in 2019.³ This is completely at odds with the three requirements for improving human resources of high quality. Because Indonesian people have low interest in reading, it is a challenge for all parties to improve the existing literacy culture. Problems like this require special attention.

Reading is a skill that must be learned. The majority of reading classes aim to improve students' reading comprehension skills. The students will have an easier time learning other university subjects with these comprehension skills. Additionally, reading proficiency can enhance vocabulary. The vocabulary learned through reading can be used in writing and speaking activities as well as in listening skills to understand words. However, the result of preliminary inquiry prior to the research showed that students often lack not only the reading skills but also the confidence to perform, ultimately leading to poor performance.⁴

The ability to read is always there in every learning theme. This shows that the importance of mastering reading skills⁵. One example, in teaching learning process there would some exam that must be faced by the students one of them is reading test. They will prefer to read questions that tend to be easy for them to read first⁶. If the students have good reading comprehension, the students would pass the exam easily.

³Bahrul Ulu Ilham, “*Harbuknas2022:Literasi Indonesia Peringkat Ke-62 Dari 70 Negara*” (Diakses Pada 5 Februari 2023,Pukul 19.43)

⁴Th.Laksmi Widyarani and Afria Dian Prastanti, “Google Classroom as an Alternative Media of Reading Logs in a Reading Course”. *Wiralodra English Journal (WEJ)* Vol 6 No 1 (March 2022)

⁵Irma Sari, Wiarsih, and Bramasta, “Strategi Guru Dalam Meningkatkan Keterampilan Membaca Pemahaman Pada Peserta Didik Di Kelas IV Sekolah Dasar.” *Jurnal Educatio*, Volume 7, No. 1, March 2021, pp. 74-82.

⁶NurfaizahHaris , “The Use of Global Method to Improve Reading Comprehension at the Eighth Grade of SMPN 2 Sungguminasa”, 2021.

Because unconsciously reading comprehension and reading habit is interrelated, by practicing reading habit will make students smart and fast connected in learning⁷. The Reading Log system allows teachers to keep track of what students read, when they read it, how long they read it, the book's title, and their thoughts on it. It is expected of students to use Reading Logs to improve not only their comprehension through academic research and literature study but also their ability to critically analyze and interpret what they read.

Based on the researcher's own experience, students usually only read assignments given by lecturers and have no awareness of reading outside of class hours. this is one of the reasons why using a read log is necessary. Because there are not many reading activities on campus or habits that have not been formed which lead to a lack of students' reading comprehension skills, especially in the English department of IAIN Parepare, this research can help English education students to improve their reading comprehension and at the same time add to their vocabulary and improve their pronunciation, so that research is needed related to the problem above, required research related to the problems above.

Students who lack awareness of the importance of reading can be encouraged to manifest their character by adopting reading habits that can make them feel dependent on reading activities. Therefore, the use of reading logs in this study allows students to record their reading activities and the challenges they face during

⁷Livia Natini Tanura, Badawi and Dewi “The Correlation Between Students’ Reading Habit and Reading Comprehension of the Twelfth Grade in SMA N 01 Kotabumi North Lampung Academic Year 2021/2022.” *Jurnal Griya Cendikia*, Volume 7, No 2, Juli 2022.

the reading process. Therefore, this study aims to examine the use of the Reading Log strategy in improving the reading comprehension of English education students at IAIN Parepare.

B. Research Question

Based on the research background that was previously described, the researcher formulated the problem formulation, is the readinglog strategies able to improve reading comprehension of English Department students of IAIN Parepare?

C. Objective of the Research

Based on the questions above, the researcher formulates the research objectives is reading log improve the able students reading comprehensionat English Department students of IAIN Parepare.

D. Significance of the Research

This study is expected to give contributions for the following parties:

1. Students

The use of strategies is important for students because it can improve students' reading comprehension by using the reading log strategy so that students further improve their reading skills.

2. Teachers

Research can be used by teachers to help students become better readers. However, in order to prevent students from becoming easily bored while

reading, teachers must also be able to design lessons in a way that is more engaging.

3. Future Researchers

This will help other researchers who want to study students' reading comprehension by providing information about the Reading Log strategy.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of a review of related literature, which deals with some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Research Findings

The first Article by Nisa Aulia Istiqlal et al,2021. Article entitled “*Portraying Reading Log Strategy Assisting Extensive Reading Activity With Webtoon in Senior High School*”. The purpose of this research paper is to reveal the reading log strategy assisting in an extensive reading activity with webtoon. The result of the findings of this study, students can express their opinions about the texts they have read and learn new vocabulary through this exercise.⁸

The second Article by Kalsum et al,2022. Article entitled “*Implementation of Reading-Log to Increase Students’ Interest on Literacy at Islamic Boarding School*”. This study intends to look into how reading logs are applied to students' reading. The reading log and students' interest in literacy are the main topics of this study. The reading log is intended to serve as a tool for pupils to monitor their reading habits and gauge their interest in literacy. The following results are based on the analysis and using the reading log: Students are able to think critically, they can identify exactly

⁸Nisa Aulia I, “Portraying Reading Log Strategy Assisting Extensive Reading Activity with Webtoon in Senior High School”. Volume 5 Nomor 3(2021).

what they read, they can enjoy reading, and they can finish their reading log assignments on time.⁹

The third Article Henny Rahmawati,2019. Article entitled “*The Students' Perception on Academic Reading Log for Essay Writing Literacy: Some Influential Points*”. Reading log or the so-called reading journal is a journal to monitor how far the students read within their own pace and time. The purpose of this study was to find out how the students felt about several key aspects of using reading logs to improve their abilities to write academic articles. The results support the students' claims that reading logs are very helpful to them, particularly in situations where they are reading academic articles. To improve the students' capacity to write academic articles, there are various factors that must be taken into account by the facilitator and the students when administering the reading log.¹⁰

The fourth Article by GökhanAkçapınar et al,2020. Article entitled “*Exploring Student Approaches to Learning through Sequence Analysis of Reading Logs*”. The findings demonstrated that three groups of students with various study methods could be distinguished. By applying association rule mining analysis, relationships between students' reading habits and their academic achievement are also looked into.To simulate students' study methods, we used theory- and data-driven methodologies. Our findings demonstrated that three groups of students with

⁹Kalsum, Rauf, and Sardi, “Implementation of Reading-Log to Increase Students' Interest on Literacy at Islamic Boarding School.”*IDEAS*, Vol. 10, No. 2, December 2022.

¹⁰Henny Rahmawati and Sholihah, “The Students' Perception on Academic Reading Log for Essay Writing Literacy: Some Influential Points.”*JEES (Journal of English Educators Society* (April 2019)

various study methods could be distinguished. By applying association rule mining analysis, relationships between students' reading habits and their academic achievement are also looked into. The discussed results include monitoring, feedback, learning outcomes prediction, and issues with the content design.¹¹

The last Article by Ni Nyoman Padmadewi and Dewi Merlyna YP, 2014. Article entitled “*Efektivitas Penggunaan ‘Reading Log’ Dalam Mata Kuliah Strategi Pembelajaran Bahasa jurusan Pendidikan Bahasa Jepang Universitas Pendidikan Ganesha Singaraja*”. The findings of the qualitative data analysis demonstrate that the use of the Reading Log successfully develops the students' reading character and encourages them to like and continue reading on a daily basis. Additionally, the use of Reading Logs can help students develop their critical thinking skills. Indicated by the considerable difference between the gain scores before and after the Reading Log was applied, the results of the quantitative data analysis demonstrate that the usage of the Reading Log was beneficial in enhancing students' achievement on language teaching strategy.¹²

The difference between this study and previous ones is that this one focused on reading comprehension, while previous studies focused on another skill in English. The next difference is in the research subject: whereas previous studies used high

¹¹G. Akçapınar et al., “Exploring Student Approaches to Learning through Sequence Analysis of Reading Logs.” March 2020.

¹²N. Padmadewi and Ganesha, “Efektivitas Penggunaan ‘Reading Log’ Dalam Mata Kuliah Strategi Pembelajaran Bahasa jurusan Pendidikan Bahasa Jepang Universitas Pendidikan Ganesha Singaraja.” 2014.

school students as subjects, this study uses the English department of IAINParepare students.

B. Some Pertinent Ideas

1. Reading

a. The Definition of Reading

Reading is an activity or process that seeks to search out varied data contained in writing. Therefore, reading is more than just looking at a set of letters with words, groups of words, sentences, paragraphs, and discourse. It is also an activity to understand and interpret symbols or signs or writings that are intended to ensure that the author's message reaches the reader.¹³

According to Harjasusana and Mulyati (Dalman, 2013: 6) reading is the development of skills that start with words and continue to critical reading. Reading skills in elementary school education are the benchmark and basis of knowledge to achieve better learning.¹⁴

Reading is a complicated skill that requires knowledge and information to work together to understand the written text. so that the students must be able to effectively utilize their prior knowledge.¹⁵

¹³Nadiera Yulia Azahro, "Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Method (A Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba)", 2022.

¹⁴Relinda R, "Peningkatan Keterampilan Membaca Pemahaman Melalui Penerapan Metode Cooperative Integrated Reading and Composition Di Siswa Kelas V SD Negeri Sawit."2017.

¹⁵ArifianyDharmayanti, "An Overview of Probing Question Strategy in Promoting Students' Reading Comprehension", *Retain*, Vol 8 (2020):111-112.

Based on the statement above, it can be concluded that reading is an activity to understand a reading, be it text, writing or discourse conveyed by the author so that the purpose of writing can be understood.

b. Purpose of Reading

According to Grabe & L. Stoller, Reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading not complete without comprehending and interpreting text.

According to Grabe & Stoler, mention that the purpose of reading are follows: 1) Reading to search for simple information. 2) Reading to skim quickly. 3) Reading to learn from the text. 4) Reading to integrate information. 5) Reading to write (or search for information needed for writing). 6) Reading to critique texts. 7) Reading for general comprehension¹⁶.

Based on the statement above, it can be concluded that the purpose of reading is to find out the message the author wants to convey. The purpose of reading is determined by the reader himself to find out what they want to know.

c. The Models of Reading

A tool used to support reading instruction is a model. For a variety of students, various models concentrate on strategies that target reading skills.

¹⁷The reading models that the reader used describe how they process the text in order to construct meaning. The "bottom-up model," "top-down model," and

¹⁶Grabe William and Fredricka L Stoller, (2002), *Teaching and Researching Reading*. (New York: Longman): 11.

¹⁷Jennifer Nadeau, "Reading Models Uses And Examples." (Diakses, Jumat 24 Feb 2023, Pukul 01.07)

"interactive model" are the three reading models that will be discussed. These models are concerned with the reader's ability to translate a text into meaning.¹⁸

1) Bottom-up model

This model works so well for young children, especially those who are just starting to learn. It works because the letters, their shapes, and reading individual words are the primary focus here. However, as it disregards the reader's expectations, experiences, and attitudes, this model has numerous drawbacks if utilized at higher levels. In addition, it does not consider the context because it only encourages recall.

2) Top-down model

This model is more comprehensive and realistic. It is important to note here that teaching will be more effective whenever students' experiences are included. In addition, this model encourages speculation. However, cross-cultural identifications may play a significant role in the recognition of such texts, which is one of its drawbacks. For instance, readers may have significant difficulty determining what the topic is about due to the lack of information about it in some cultures.

3) Interactive model

The model's integration of reading and communicative activities is its most significant benefit. This model, in my opinion is more enjoyable for all types

¹⁸SintyaNirwanaGulo, "The Benefits of Skimming Technique in Reading Comprehension for the Second Semester Students of Sanata Dharma University", *Uc Journal ELT, Linguistics and Literature Journal*, Vol. 1, No. 1, May 2020, Pp. 1-13.

of students and more realistic. In addition, the reading will be more interesting, exciting, and lovely whenever the students' experiences are included.¹⁹

d. Types of Reading

The types of reading can be placed into two main categories : intensive and extensive.

1) Intensive Reading

Students may engage in intensive reading, also known as Narrow Reading, by reading a selection from the same author or multiple texts on the same subject. Students have numerous opportunities to comprehend the text's meaning as a result of this repetition of content and grammatical structures. The success of Narrow Reading improves reading comprehension is based on the idea that comprehension is increased when the reader is more familiar with the text, either because of the subject matter or because they have read other works by the same author.

2) Extensive Reading

Reading for pleasure is required for extensive reading. Students are unlikely to engage in extensive reading of a book they don't like because there is a part of enjoyment in doing so. The purpose of extensive reading

¹⁹Osama Abu Baha, "Reading Models: A Review of the Current Literature." *International Journal of English, Literature and Social Science (IJELS)* Vol-2, Issue-3, May – Jun, 2017.

is to enhance reader enjoyment and confidence. The purpose of extensive reading is always to comprehend the main ideas, not specific details.²⁰

e. Techniques of Reading

Reading technique are approaches to reading that you can employ to become better. The techniques will help you read faster, understand what you read better, and remember what you read better.

1) Skimming

All the readers need to do to get the information they want is skim. A text is skimmed when a reader glances over it quickly to get a general idea of the subject. Students must comprehend the entire passage or text in order to use the skimming technique. When a reader doesn't have enough time to read and wants to learn as much as they can quickly, they skim.²¹

2) Scanning

A piece of writing is scanned when a reader quickly searches for specific information. A reader might, for instance, skim through a biography of Abraham Lincoln, keeping an eye only for significant dates. The reader would only stop to note the years as they read about Lincoln's upbringing, struggles, and accomplishments. The index and contents page of a book

²⁰Macleod, "Types of Reading Overview :"(2017): 1–17.

²¹SintyaNirwanaGulo, "The Benefits of Skimming Technique In Reading Comprehension For The Second Semester Students Of Sanata Dharma University", *Uc Journal ELT, Linguistics and Literature Journal*, Vol. 1, No. 1, May 2020, Pp. 1-13.

will be utilized by scanners. They will search for keywords that are relevant to their search as they read the text.²²

2. Reading Comprehension

a. Definition of Reading Comprehension

According to Kintsch, reading comprehension is the process of creating meaning from text.²³ The reader's ability to comprehend a text or passage is crucial to improving reading skills. Therefore, it is the responsibility of lecturers or teachers to facilitate and enhance what is essentially a natural process; They need to acquire some comprehension of the reading process. Reading comprehension activities are one important part of the reading process.²⁴

Hans & Hans (2015) define reading comprehension as the capacity at which a person can comprehend a text. This type of comprehension arises from the written words and how they bring about knowledge existing outside the text. In other words, comprehension in this sense is a complex yet creative process

²²Sherly Marliasari, "Teaching Reading Comprehension by Using Skimming and Scanning Techniques to the Tenth Grade Students of SMAN 1 Gelumbang", *English Community Journal* (2017), 1 (2): 109–122.

²³ Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?", (Iran: Islamic Azad University, 2016), Vol.6 / May, 230.

²⁴Sintya Nirwana Gulo, "The Benefits of Skimming Technique in Reading Comprehension for the Second Semester Students of Sanata Dharma University", *Uc Journal ELT, Linguistics and Literature Journal*, Vol. 1, No. 1, May 2020, Pp. 1-13.

that depends on the four skills of language (phonology, pragmatics, semantics, and syntax).²⁵

Reading comprehension is important for easily acquiring great knowledge. However, the majority of people continue to struggle with reading comprehension, and the issues arise as a result of a lack of reading practice. Therefore, reading a variety of sources on a regular basis can help develop reading comprehension.²⁶

Based on the statement above, reading comprehension is the ability to understand reading so that readers understand and can draw conclusions from the text they read using their own vocabulary.

b. The Kind of Reading Comprehension

There are four kind of reading comprehension that every reader should know : literal reading comprehension, interpretative reading comprehension, critical reading comprehension, and creative reading comprehension. Explained in the following paragraphs.

1) Literal Reading Comprehension

Literal reading as a low level of comprehension encompasses learning behaviors that are said to be essential for developing higher-level comprehension. According to Saadatnia et al. (2017), literal

²⁵NassemMohammad Abdullah Attiyat, “The Impact of Pleasure Reading on Enhancing Writing Achievement and Reading Comprehension”,*Arab World English Journal (AWEJ)*Volume 10. Number 1 (March 2019).

²⁶Rudi Hartanto, “Improving Students` Reading Comprehension by Using Preview Question Read Summarize and Test (PQRST) Strategy at the Eighth Graders of Junior High School 2 Sekampung East Lampung”,2020.

understanding necessitates students extracting specific information from a paragraph.²⁷

2) Interpretative Reading Comprehension

A very useful category of thinking skills, interpretative thinking, ought to be emphasized in reading. In a sense, this term could be used to encompass all thinking abilities. In general, one could say that interpretation looks deeper than literal comprehension does.²⁸

Interpretative reading shows how to inferences by reading between the lines. This is how concepts that are implied rather than explicitly stated are derived. This level of comprehension requires the following skills :

1. Identifying passage's main ideas when those ideas are not explicitly stated.
2. Identifying passage's cause and effect when they are not explicitly stated
3. Identifying pronoun referents
4. Identifying adverb referents
5. Inferring omitted words
6. Identifying moods

²⁷Ratih Laily Nurjanah and Salma Rafita Putri, "The Effect of Literal Comprehension on the Higher Levels of Comprehension in Reading Skill: A Longitudinal Case Study", *English Language & Literature International Conference*, Vol. 5 No.1 (2022).

²⁸Rudi Hartanto, "Improving Students' Reading Comprehension by Using Preview Question Read Summarize and Test (PQRST) Strategy at the Eighth Graders of Junior High School 2 Sekampung East Lampung." Hlm.13,2020.

7. Identifying author's purpose in writing

8. Drawing a conclusion²⁹

3) Critical Reading Comprehension

The ability to analyze and evaluate a piece of reading or content and present convincing arguments based on the findings is known as critical reading.³⁰

4) Creative Reading Comprehension

In the same broad sense as "inferences," the phrase "creative reading" is frequently used. A literal understanding is not enough to draw inferences. Because the answers to inference questions are based on information that is not explicitly stated in the text, students may initially have difficulty answering them. Students combine their literal comprehension of the text with their own knowledge and intuitions to form an inference.³¹

3. Reading Log

a. Definition of Reading Log

Reading logs or so-called reading journals are journals to monitor how far students read at the speed and time they set themselves (Pak and Waseley, 2012). According to them, the logs or journals are formulated to improve

²⁹ R. Fadilah Nasution, E. Harida and S. Rambe, "Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan", *TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman*, Vol. 04 No. 2 (December 2018).

³⁰ Medina, M. Ichsan, "Kuasai Cara Menemukan Nilai dan Pesan Utama Tulisan Dengan Critical Reading", (Diakses Pada 23 Februari 2023, Pukul 14.22)

³¹ DaCosta and Yerni Herrera Gutierrez, "Level of Reading Comprehension of Dominican EFL College Students." 2020.

students' reading habits by assigning them to read a few minutes per day - and recording the reading material they read in a log/journal.³²

Using reading logs as a tool engaging readers with the text and it enables them to make meaning and write down what they understand (Jeanne & Currier, 2013). The reader-response theory is the foundation for the method of using reading logs. Reading logs are sheets of paper on which readers can freely share their thoughts and ideas.

The instructor determines the format of reading logs. In most cases, it contains questions for readers to answer and provide their own thoughts, experiences, and details, such as the names of the characters, the total number of pages, the title of the story, the setting, a summary, the issue, etc. Reading logs are regarded as a comprehension-enhancing device. They assist readers in working through their textual understandings and interpretations.³³

In my opinion, Reading log is a strategy used to understand the content of reading text by writing something related to the reading that has been read according to the reading log format that has been provided.

b. The Reading Log Model

The journal log model suggested by Tatiana Lyutaya (2011) was utilized in the reading journal used in this study. The reading journal in this study consists of six parts, namely: (1) Title of the book, text or article, (2) Prediction

³²Th.Laksmi Widyarani and A. Dian Prastanti, "Google Classroom as an Alternative Media of Reading Logs in a Reading Course". *Wiralodra English Journal (WEJ)* Vol 6 No 1 (March 2022).

³³Umasee Rakana, "Effects of The Use of Reading Logs on Reading Comprehension of Mattayomsuksa 5 Students in Trang." 2017.

of content based on the title, (3) An intriguing sentence or passage, (4) Inferential or critical questions, (5) Opinion about the story, and (6) Summary or plot.

Students simply write the title of the book, text, or article they chose to read for the first part. Activating background knowledge, focusing the reader's attention, setting the story's mood, and establishing a reading goal are all common pre-reading strategies that involve anticipating. Students were required to write down a portion of the text that contained an intriguing idea or puzzling situation, whether it was a sentence or a longer passage, as part of a reading activity, and then interpret the idea or situation by writing extended comments. The third section is an intriguing sentence or passage. When students had questions about something in the story during the inferential or critical question portion, they were required to write them down along with possible responses or solutions. Students simply had to write their opinions in response to the two questions in the opinion section: what I liked about the story and what I didn't like about the story. The last part, students were required to compose a three- to five-sentence summary of the readings for the summary.³⁴

c. The Benefits of Using Reading Log

There are several other benefits to keeping a reading log, these include:

³⁴Aliponga, "Reading Journal : Its Benefits for Extensive Reading." *International Journal of Humanities and Social Science* Vol. 3 No. 12(June 2013).

1) Tracking progress

A reading log can help you track your reading progress over time and see how much you have read. This can be especially useful if you are trying to reach a specific reading goal.

2) Setting goals

A reading log can help you set and track reading goals, whether you want to read a certain number of books in a year or read a certain number of pages each day.

3) Encouraging healthy reading habits

Keeping a reading log can encourage you to make reading a regular part of your routine and help you establish a habit of reading.

4) Reflecting on what you have read

A reading log can provide a space to reflect on the books you have read and make notes about what you liked or didn't like about them.

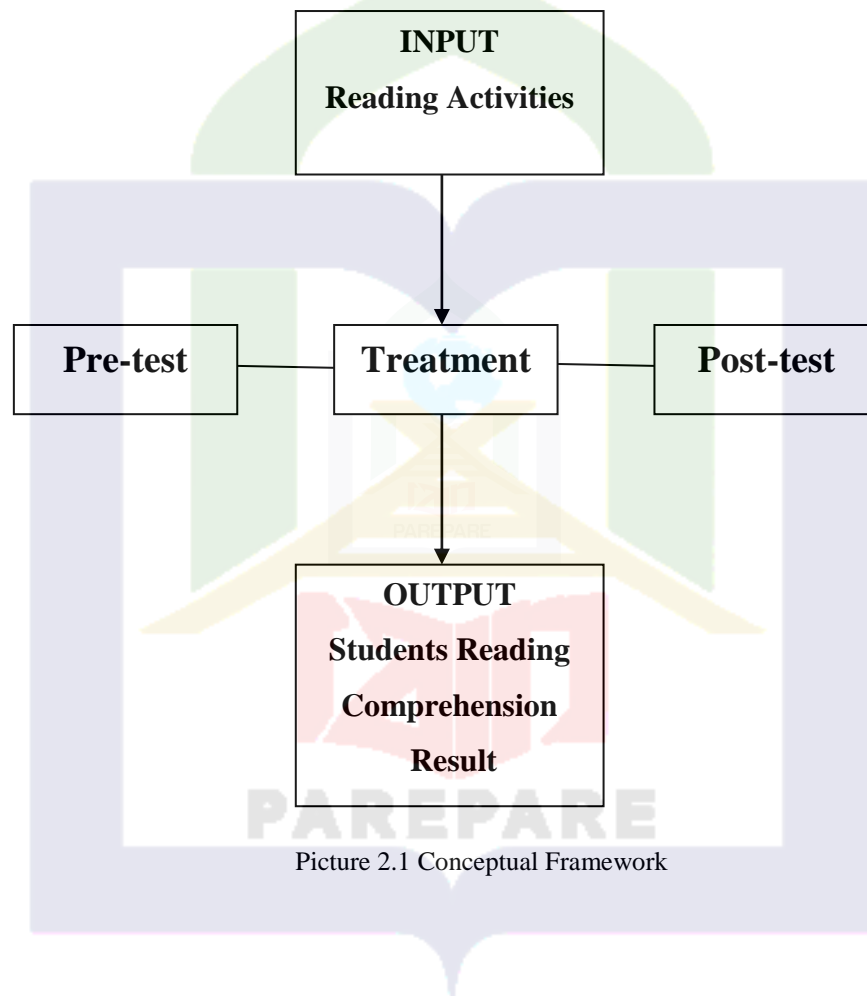
5) Remembering what you have read

A reading log can serve as a record of the books you have read, which can be helpful if you want to revisit a book or recommend it to someone else.

6) Sharing your reading with others

A reading log can be a way to share your reading habits and recommendations with others, whether you share it with friends or post it online.³⁵

C. Conceptual Framework



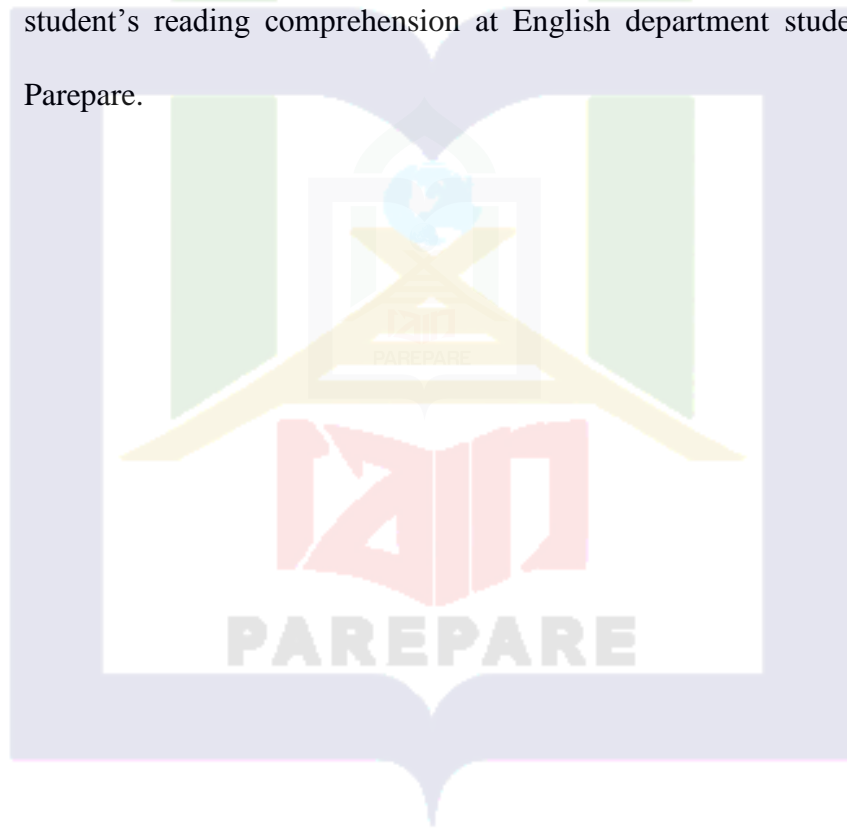
Picture 2.1 Conceptual Framework

³⁵....*"Are Reading Logs Effective ?"*, Cambrilearn, 5 Jan 2023 (Diakses pada 10 Feb 2023,Pukul 22.32)

D. Hypothesis

There are two hypothesis in this research. They are Ho (Null Hypotesis) and H1 (Alternative Hypotesis).

1. Null hypothesis (Ho) : Using reading log strategy is not able to improve the student's reading comprehension at the English department students of IAIN Parepare.
2. Alternative Hypotesis (H₁) :Using reading log strategy is able to improve the student's reading comprehension at English department students of IAIN Parepare.



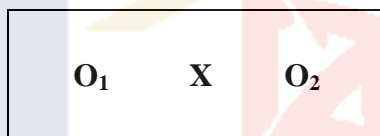
CHAPTER III

METHODOLOGY OF RESEARCH

This chapter presents research design, location and duration of research, population and sample of research, research instrument, research variables and definition oprasional variables, and data analysis techniques.

A. Research Design

This research used pre-experimental design. Pre-test was administered by the researcher to ascertain the students' fundamental comprehension of reading. The subsequent stage is treatment, toward the finish of the example, a post-test is held. The relationship between the pre- and post-test scores of students can be demonstrated³⁶. The research design can be describing as:



Where:

O₁ = Pre-Test

X = Treatment

O₂ = Post-Test

³⁶NurfaizahHaris , “The Use of Global Method to Improve Reading Comprehension at the Eighth Grade of SMPN 2 Sungguminasa”, 2021.

B. Research Location and Duration

The location of this research was at IAIN Parepare, Jl. Bukit Harapan, Kec, Amal Bhakti No. Soreang, South Sulawesi's City of Parepare. This research was conducted for approximately one month.

C. Population and Sample

1. Population

The population of this research was the second semester students of English education program students at IAIN Parepare.

Table 3.1 The Number of the Second Semester Students at English Education Students in IAIN Parepare

No	Class	The Number of Students
1	Class A	19
2	Class B	20
3	Class C	18
TOTAL		58

2. Sample

This research use random sampling technique for sample. Random sampling is a type of probability sampling in which every person in the entire target population has the same chance of being selected, but the selection of this sample is done randomly and not sequentially. The sample chosen is Class A with 19 total numbers of student at the second semester of English Education Program. The sample consist of 17 Female and 2 male students.

D. Research Instrument

There is an instrument that is used, namely the test. The pre-test and post-test reading achievement scores of the students were the most important data in this study.

1. Pre-test

The researcher conducted a pretest to determine students' reading comprehension before being given treatment. Researchers provide reading texts accompanied by essay questions that students will answer after reading the text that has been given.

2. Treatment

After giving the pretest at the beginning of the meeting. The treatment was carried out 4 times. Reading log is used as a strategy. The treatment procedure can be explained as follows:

- a. First, the researcher introduces the material to students.
- b. The researcher explains to students about reading logs.
- c. Researchers provide logs that have been provided by researchers.
- d. Researchers provide reading material that will be distributed for each treatment. Students are given treatment by reading the Journal provided by the researcher. Then, they would write in a reading log, and the researcher would check their readings weekly.

3. Post-test

In the last meeting, the researcher gave a posttest as a measure of increasing students' reading comprehension after being given treatment. Researcher provide reading texts accompanied by essay questions that they will answer.

E. Research Variables and Definitions Variables

There are two variables used in this study, namely the independent variable and the dependent variable. The independent variable is a variable that is free from the influence of other variables. The dependent variable is a variable that is influenced by other variables.³⁷

1. Independent Variable (X)

The independent variable in this study is the use of the reading log strategy. Reading log is a strategy used to understand the content of reading text by writing something related to the reading that has been read according to the reading log format that has been provided.

2. Dependent Variable (Y)

The dependent variable in this study was the students' ability to reading comprehension. Reading comprehension is the ability to understand what is read in a text by knowing the essence or purpose of the text.

³⁷ NindityaIkawati, "Keefektifan Penggunaan Strategi Cerita Ulang Dalam Pembelajaran Membaca Pemahaman Cerpen Pada Siswa Kelas X SMA N 1 Srandakan," 2015.

F. Data Analysis Techniques

According to Bogdan and Sugiyono (2014 : 244) that data analysis is the process of searching and systematically compiling the data obtained from the results interviews, fieldnotes, and other materials so they can be easily understood and the can be informed by others.³⁸

1. The classification students' score

Table 3.2 The Classification Students' Score³⁹

No	Classification	Score
1.	Excellent	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤39

2. Rubric of Reading Comprehension

Table 3.3 Scoring Rubric of Reading Comprehension

No	Criteria	Score
1.	The meaning and structure are correct	4
2.	The meaning is correct and some errors of structure	3
3.	Some errors of meaning and structure	2
4.	The meaning and structure are incorrect	1
5.	No answer	0

Depdikbud (2005:27)

³⁸ReysaNais, "Pembelajaran Memproduksi Teks Ulasan Drama Berdasarkan Nilai Moral dengan Menggunakan Teknik Note Taking Pairs Pada Siswa Kelas XI SMA Negeri 22 Bandung," 2016.

³⁹Arikunto, *Dasar-Dasar Evaluasi Pendidikan*.

3. Scoring the students pre-test and post-test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The Total of Number}} \times 100$$

4. Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100$$

Where:

P : Percentage

F : Frequency

N : Total number of sample

5. Finding out the mean (Me) score by using the following formula:

$$x = \frac{\sum x}{N}$$

Where :

X : Mean score

ΣX : The total score

(Gay et al, 2011)

N : Number of students

6. Finding out the median (Md) score by using the following formula :

$$Md = Tb \left(\frac{\frac{1}{2}n - F}{f} \right) p$$

Where : *(Sugiyono, 2010)*

Md : median

Tb : lower limit of median class

p : length of class interval

n : the total number of frequency

F : the sum of all frequencies before the median class

f : median class frequency

7. Finding out the mode (Mo) score by using the following formula :

$$Mo = Tb \left(\frac{b_1}{b_1 + b_2} \right) p$$

Where : *(Sugiyono, 2010)*

Mo : Mode

Tb : Class interval limit with the highest frequency

p : The length of class interval

b₁ : Frequency in mode class (frequency in interval class the most) minus the frequency of the closest class interval previously.

b₂: Frequency in mode class minus class frequency next closest interval.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion. These findings relate to the use of reading log strategies in increasing students' reading comprehension. The discussion reveals the arguments for the research findings.

A. Finding

The assessment of students' reading comprehension ability is based on the students' ability to work on the pretest and posttest questions that have been given.

1. The Result of Pre-test

Table 4.1 Percentage of the Students' Score Pre-Test

NO	Classification	Score	Frequency	Percentage (%)
1.	Excellent	80-100	-	-
2.	Good	66-79	1	5,2 %
3.	Fair	56-65	1	5,2%
4.	Poor	40-55	16	84,2%
5.	Very Poor	≤39	1	5,2%
Total			19	100%

(Data Source : Percentage of the Students' Score Pre-Test)

Table 4.1 shows the frequency and percentage of students' pre-test of 19 students. As explained, the highest of students classification in students pre-test was in poor classification with 84,2% or as many 16 students. That is 84,2% of

the data found on the pre-test shows that half of the students have not been able to read comprehension. It is also evident in the table above that none of the students are in the excellent classification.

2. The Result of Post-test

Table. 4.2Percentage of the Students' Score Post-Test

NO	Classification	Score	Frequency	Percentage (%)
1.	Excellent	80-100	4	21%
2.	Good	66-79	13	68,4%
3.	Fair	56-65	2	10,5%
4.	Poor	40-55	-	-
5.	Very Poor	≤39	-	-
Total			19	100%

(Data Source : Percentage of the Students' Score Post-Test)

Table 4.2 shows the frequency and percentage of students' post-test of 19 students. As explained, the highest of students classification in students pre-test was good classification with 68,4 % or as many 13 students.

Based on the results of the student score percentage table, In the pre-test table, it is known that 1 student (5,2%) good classification, 1 student (5,2%) fair classification, 16 students (84,2%) are in the poor classification, and 1 students (5,2%) are in the very poor classification. In the post-test table, it is known that there is 4 student (21%) in an excellent classification, 13 students (68,4%) in a good classification, and 2 students (10,5%) in a fair classification. So, it can be

concluded that there is an increase between the pretest scores and posttest scores.

This clearly shows that after using the reading log, students are able to read well, and students' reading comprehension is quite good. This is based on the occurrence of a shift in levels, where previously all students were in the classifications of fair, poor and very poor, moving to good and excellent classifications.

3. The Mean, Median and Mode Score of the Pre-Test and Post-Test

Table 4.3 Students' Score of Mean, Median and Mode in Pre-Test and Post-Test)

Test	Mean	Median	Mode
Pre-Test	48,8	46	46
Post-Test	73,8	75	67

(Data Source : The Mean, Median and Mode Score of Pre-Test and Post-Test)

Based on the table above, the mean of the total pre-test score was 48,8, the median was 46, and the mode was 46. While, the mean of the post-test score was 73,8, the median was 75, and the mode was 67. The results above indicate that, an increase in post-test results indicates that there is a large range of values in than the pre-test value.

Table 4.4 Students' Improvement Reading in Reading Comprehension

Indicator	Pre-Test	Post-Test	Improving (%)
Mean Score	48,8	73,8	51,2%

Based on the table above it can be seen that the mean value of the pre-test is 48,8 and the post-test is 73,8. The increase in pre-test and post-test was 51,2 %,

this result is an increase in the percentage of students' reading ability in the post-test after the treatment.

Based on these results, it was concluded that the use of the Reading Log Strategy was able to provide a greater improvement in reading comprehension.

4. Hypothesis Testing

To determine the significance level before and after testing researchers used at-test analysis with a significance level (p) of 0.05 with degrees of freedom (df)=N-1. Where N=number of subjects (19 students).To find out a degree of freedom (df) the researcher used the following formula :

$$df= N-1$$

$$df = 19-1$$

$$df = 18.$$

Table 4.5 The Test of Significance

Variable	T-Test	T-Table Value
Pre-test – Post-test	10.217	1.734

(Data Source : *The Test of Significance*)

For a significance level of 5% (p = 0.05) and df = 18. The t-table value is 1.734 and the t-test value is 10.217. It can be seen that the t-test value is greater than the t-table value (10.217 > 1.734). This shows that there is a big difference in the results of the pre-test and post-test between students. Therefore, the null hypothesis (Ho) is rejected and the alternative

hypothesis (H_1) is accepted. Thus, it can be concluded that the use of the reading log strategy can improve reading comprehension

B. Discussion

This section discusses the findings or results of data collection that describe students' reading comprehension using strategic reading logs. Reading comprehension is the ability to understand what is read in a text by knowing the essence or purpose of the text. This explains that reading comprehension requires the reader to be able to understand the intent of the text being read, such as drawing conclusions from what is read. Then a strategy is needed to improve students' reading comprehension, namely the reading log strategy.

Reading log is a strategy used to understand the content of reading text by writing something related to what has been read according to the reading log format provided. The use of the reading log strategy certainly provides benefits to improve reading comprehension. The use of the Reading Log strategy in the second semester students' reading comprehension of the English Department of IAIN Parepare, explained that there was a significant increase in students' reading comprehension after being given treatment, this can be seen from the results of the pre-test and post-test.

Based on the results of the treatments given by the researcher, it was found that there was an increase in students' reading comprehension. At the beginning of the

pre-test, some students scored with a very poor classification. Thus, there are several reasons for the increase, explained in the following paragraphs.

First, the findings of researchers in the field show that there is an addition to students' vocabulary after reading the text. This can be seen from the students' reading activities, which are carried out repeatedly so that the students' vocabulary increases. Increasing the vocabulary will make students have more diverse word choices and change the way they think with the new vocabulary they know. This is in line with Kasno's findings that vocabulary mastery will influence students' ways of thinking and creativity in the language learning process, so that vocabulary mastery can determine the quality of a student in language (Kasno, 2014).

Second, by using the reading log, students can understand the text they read. This is in line with the findings in the field that some students wrote answers that did not match the questions given. This is consistent with the findings of M. Nur Hakim et al., who found that understanding reading texts is the most important process in reading activities to find out more about the topics conveyed by the author (M. Nur Hakim et al., 2023). Therefore, understanding the text read is very important to increasing students' knowledge of reading texts.

Third, students are able to identify the essence of the problem in the text. The findings of the researchers showed that students were able to determine and write down the main issues written in the reading log and students' post-test answers. This finding is in line with Handayani's assertion that with the ability to solve problems,

students become skilled in gathering information, analyzing, and re-examining the results that have been obtained (Handayani, 2017).

Fourth, students are able to write conclusions. This is related to the researcher's findings that students are able to draw and make conclusions based on the text they read in the reading log. The findings from Yuni & Fisa explain that the ability to write conclusions is a very important stage because, through this stage, students will be able to extract the essence of the learning process they have carried out (Yuni & Fisa, 2020; Yuni, 2015).

The last, students have the ability to think critically. Students can analyze and evaluate what they have read and give more varied and developed answers after reading the text. This happened because students were motivated to answer the questions given in the reading log. This is in line with the findings of Sardi A. et al., who found that one source of critical thinking is controlling our conscious thinking processes when answering questions (Sardi A. et al., 2022). Therefore, the questions in the reading log are very useful for building students' reasoning skills in critical thinking. This is also in accordance with the statement of Nurfauziah and Latifah that writing skill activities are very effective in learning activities by training the power of thinking in solving a complex problem, resulting in creative and critical thinking to be put into writing. As well, basically, writing activities are needed, especially in learning that requires students to be skilled in writing (Nurfauziah & Latifah 2019).

The results of giving the pre-test to students, then doing the treatment 4 times and giving the post-test showed that there was an increase in students' reading

comprehension, as evidenced by the mean pre-test result was 38.8 and the mean result in the post- test was 70.2, it can be concluded that there is an increase in students' reading comprehension as much as 68,2%.



CHAPTER V

CLOSING

This chapter presents the conclusion of the research, and suggestion for the lecturer, the students, and for the further researchers.

A. Conclusion

Based on the findings and discussion of the previous chapter, the researcher concludes that : The reading log strategy was able to improve students' reading comprehension in the English Department of IAIN Parepare, the results showed that the mean pre-test score of students was 48.8 and the mean post-test score was 73.8. Based on these results, there is a difference or increase between the mean pretest and posttest scores.

Based on the results of the hypothesis test, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, with a t-test of $10.217 > t\text{-table}$, namely 1,743. Based on these results, it is explained that there is an increase in reading comprehension of second-semester students in the English Department at IAIN Parepare. The use of the reading log strategy is very beneficial for students because they can easily write down the important things they get in the provided reading log and also practice their writing skills.

B. Suggestions

Based on the conclusions that have been described, the researcher provides suggestions:

1. For Lecturer

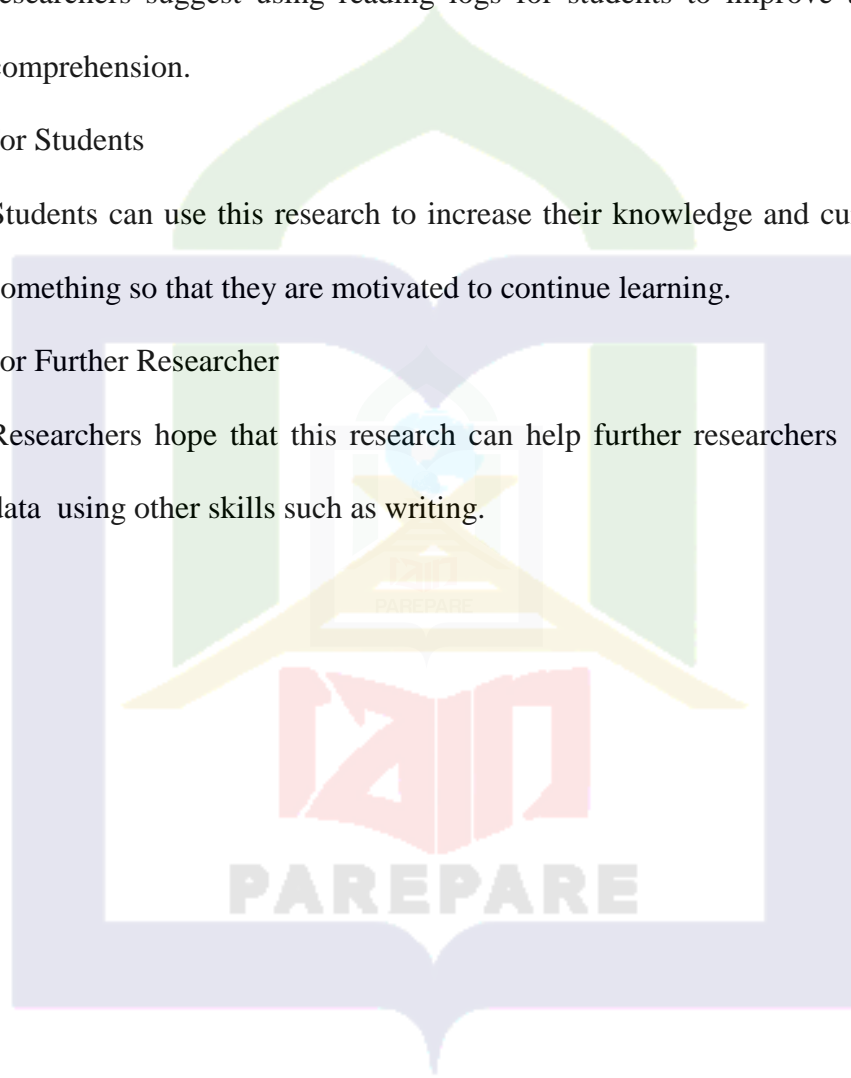
Because the results of the research that has been done are positive, the researchers suggest using reading logs for students to improve their reading comprehension.

2. For Students

Students can use this research to increase their knowledge and curiosity about something so that they are motivated to continue learning.

3. For Further Researcher

Researchers hope that this research can help further researchers in collecting data using other skills such as writing.



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APPENDICES





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**VALIDASI INSTRUMENT PENELITIAN PENULISAN
SKRIPSI**

NAME OF STUDENT : SRI AYU
STUDENT REG. NUMBER : 19.1300.018
FACULTY : TARBIYAH
STUDY PROGRAM : ENGLISH EDUCATION
TITLE OF THE THESIS : USING READING-LOG STRATEGIES TO IMPROVE THE
STUDENT'S READING COMPREHENSION AT
ENGLISH DEPARTMENT STUDENTS OF IAIN
PAREPARE

Instrument of Pre-Test

NAME :
NIM :

Directions: Read the text and choose the correct answer for each question.

Reading Journal as a Way to Improve Students' Reading Comprehension

Afief Fakhruddin

ABSTRACT

Reading journal is one way to record students' independent learning based on text they read. This study was conducted to find out the students' level of reading comprehension through some notes written in the reading journal, the extent to which the activity of writing reading journals improved students' reading comprehension, whether the students got benefit from reading journal. There were 80 respondents

coming from three different classes in Majalengka University were asked to read a text related to the subject they learned in a certain session. Then they were assigned to write a journal that records the things they had read. When this task was finished, the lecturer ran a quiz containing related questions to check whether they really understood the content of the text. Afterwards, students were to fill in a questionnaire regarding their opinion on the impact of the reading journal toward their reading comprehension. The findings indicate that more than half of the participants appear to understand the material well, and the task plays a certain role in improving students' understanding in reading comprehension. The most crucial thing is that most students think they get benefit by writing the reading journal.

Keywords: *reading journal, writing, reading comprehension*

INTRODUCTION

Textbook reading comprehension is critical in the individual educational successes. Without adequate textbook reading comprehension, students may struggle in many subject areas. Subjects, other than reading comprehension, where comprehension is significantly important, include science, social studies, programming, and many more.

In the area of science, culture, and social studies, research indicates that many students lack of prior knowledge and reading strategies to generate inferences; thus, the students comprehend the textbook poorly. It is also found that students lack of specific reading strategies to generate inferences that aid in the understanding of texts. (McNamara, 2004) In relation to university students' ability in comprehending the content of a textbook, educators need to provide instructions as well as tools to improve their students' comprehension ability, since the research indicates that reading comprehension plays an important role in increasing academic achievement and in gaining problem solving ability as well.

Reading journal itself is one method that lecturers can use to improve students' textbook reading comprehension ability. The use of reading journals may bring students' academic attainment to meet the standard competencies, and students will ultimately perform better in their academic work where reading plays a primary role.

This study tries to explore the effects of reading journals toward the comprehension of a textbook material. Journal writing/learning logs/reading response logs is a process that allows learners to move between low and high levels of reasoning (Murray, 1990). Journal writing belongs to writing for learning which internalizes the information that the students are trying to learn and allow the students to become active participants in their own. Furthermore, journal writing is one way to promote metacognitive development, making the students aware of what they do not know (Rowan, 1990).

Draper (2001) added that learning logs take neither a great deal of time nor much class time, but they have tremendous value for teachers and students. In relation to the reading activity, composing a journal is a very motivational instrument when utilized as a part of the activity that it makes a student read with a reason subsequently focusing on a deeper level of perception.

Reading journal is designed to aid students with critical reading skills. It means active and skillful conceptualizing, applying, synthesizing and/or evaluating information gathered from, or generated by, observation, experiences, reflection, reasoning or communication as a guide to belief and action (Scriven & Paul, 1996). They allow the students to admit confusion, to ask questions, to make connections and to read with attention (Wilson, 1989). The journal gives students a place to record their thoughts, feelings and reactions to the text they are reading. Students use the reading journal to record questions about the text as well as responses to it. When there is a purpose for reading, the students become more critical, thus improving their textbook reading comprehension (Wilson, 1989). Bean (1996) encourages creating reading logs to make students interact with texts. He mentioned that students can summarize the text, connect it to personal experience, argue with it, and evaluate it. Writing a reading journal make students to grope, wrestle with confusion on their own and they often make surprising discoveries (Wilson, 1989). Furthermore, Wilson (1989) stated that reading journal allows students to pause and mull and ponder, then it slows them

down and encourages them to pay attention to the slow unfolding of a work of a textbook. It creates readers.

REVIEW OF RELATED THEORIES

RESEARCH METHOD

The participants of this research are 80 students from three departments in Majalengka University. They are 30 students of Bahasa Indonesia Department, 30 students of PJKR Department, 20 students of English Department. There are three instruments used in the research: reading journal, quiz, and questionnaire. First, the students are assigned to read a text at home. This text is supposed to be discussed in the classroom in the following week. After reading the text, they are asked to write a journal that reports things they have read.

This reading journal consists of five items: those are title of the text, a short summary of the text, things the students have learned: new vocabularies/terms and knowledge, comments or opinion: Students' own comment or opinion toward the content of the text, and questions arise: Students might ask questions regarding their understanding toward the content of the text. In addition, after the activity of reading journal is finished and the lecturer has already held a quiz, the students are asked to fill in a questionnaire which is distributed in order to know their opinion toward the activity of writing a reading journal. Several questions regarding students' understanding and journal's function are asked.

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RESULT AND DISCUSSION

The evaluation of the reading journal is based on the overall comprehension that the students get after reading a text, which is categorized into three: good, fair, and poor.

Afterwards, to ensure whether they really understand the text, their general comprehension written in the journal is compared to the result of the quiz. This quiz result is also categorized into three: good—if the score is above or equals to 80, fair—if the score is ranged from 70 to 79, and poor—if the score is below 70.

Out of 30 students of Pjkr Department, 22 of them have written their journal quite well, 7 students have done it fairly, and only 1 student has performed poorly. It means that 73,3% of them comprehend the text quite well, 23,3% do it fairly, and only 3,3% does it poorly. However, the result of the quiz does not always prove exactly the same. In other classes 13 students (43,3%) have performed well in the quiz, meaning that they have got score above or equals to 80. The rest of them, 17 students (56,7%), have achieved scores between 70 and 79, meaning that they perform fairly in the quiz. Interestingly, no student performs poorly in the quiz. Compared to the result of the reading journals, these numbers do not prove the assumption that those who write their reading journal well will also perform well in the quiz.

Out of 30 students of Bahasa Indonesia Department, 22 of them (73,3%) show good comprehension in their reading journal and the rest (8 students or 26,7%) have comprehended the assigned reading fairly. Surprisingly, no student has written the journal poorly. However, the quiz scores do not always prove the same. There are 20 students in English department there are 5 students (45,5%) who have well comprehended the assigned reading, while 5 students (45,5%) have written their journal fairly and only 1 student (9%) has comprehended the reading poorly. There are 8 students (72,7%) who have performed well in the quiz, while there is only 1 student (9%) who shows his/her average performance, and two students (18,2%) have performed poorly in the quiz. These numbers suggest that there is an improvement in the good category (100%). Consequently, the number of those who have performed fairly in the quiz has decreased as many as 80% (4 from 5). Unfortunately, the number of those who shows their poor performance has doubled 100% (1 from 1).

From explanation above, it can be seen that from three department above show improvement in the good category. It means that in these departments, the number of

students who perform well in the quiz has increased as compared to the whole results of the journals. Correspondingly, the number of students who has performed fairly in these departments has decreased. However, there are two departments whose students are of poor category show improvement also. In other words, the number of students in this category has decreased, and one department has no student to perform poorly. After the reading journal is assigned and the quiz is held, students are then asked to fill in a questionnaire which contains five questions. The analysis toward the answers of these questions is conducted apart from the analysis of the journal results and quiz scores. The answers are analyzed to find out whether or not the reading journal is useful for the students.

CONCLUSION

From three departments—Bahasa Indonesia Department, PJKR Department and Department of English Language, it is found that 58,7% students in average have achieved good category resulted from the journal they have written. In other words, more than half of the participants appear to comprehend the assigned reading well. Of fair category and only 13,4% of them do not comprehend the assigned reading well. It is also found that from three departments, one departments –English – show improvement in the quiz scores, which is in the good category. In these departments, the number of students who perform well in the quiz has increased 49% in average as compared to the whole results of the reading journals in the same category. Correspondingly, in these departments the number of students who has shown fair performance has decreased 57% in average.

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Approved by
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Instrument of Treatment

**ANALYSIS OF INDONESIA SOCIAL MEDIA USERS' REACTION ON
ENGLISH SPEAKING CONTENT CREATOR**

Rizqika Amalia¹, Nabiela A. Hidayat², Alya Chairunnisa³
Universitas Islam Negeri Syarif Hidayatullah Jakarta, Jl. Ir. H. Djuanda No. 95,
Ciputat, Tangerang Selatan, Banten, Indonesia

ABSTRACT

This article discusses the influence of English-language content creators on Indonesian social media users. The purpose of this study is to find out how much influence the content creators' English content has in improving speaking skills in English. All the data we used were in the form of a questionnaire with a qualitative methodology, and our research sample covered various levels of education and the general public, with a total of 75 respondents. The research findings show that there

is an increase in students' English-speaking skills. Based on these results, the impact of English-speaking creator content on students' English-speaking skills is increasing in terms of their pronunciation and way of communicating

Keywords: *Speaking, Social Media, Content Creator*

INTRODUCTION

One of the four essential qualities of English is speaking. According to Sarosdy, Bencze, Poor, and Vadnay (2006) in (Kosdian, 2017), speaking seems to be the most significant of the four basic abilities (listening, reading, speaking, and writing), since persons who know a language are called to as "speakers," as if speaking encompassed all other sorts of language knowledge. Because it may be used to communicate with individuals from all over the country, English is often known as an international language. The majority of Indonesians, on the other hand, avoid speaking English out of fear, laziness, and the perception that it is difficult.

Learning English does not have to be done in a classroom; it can be done anywhere and through any medium. Currently, many English-language applications and content makers can be found all over the internet, particularly on YouTube. Everyone has heard of social media. There are a variety of internet resources for learning English. For foreign language instruction, the internet is regarded as a valuable, reliable, and exact resource bank and instrument (Arikan, 2014), such as reading texts online (Park & Kim, 2017).

Everyone has heard of social media. There are a variety of internet resources for learning English. For foreign language instruction, the internet is regarded as a valuable, reliable, and exact resource bank and instrument (Arikan, 2014), such as reading texts online (Park & Kim, 2017). Users of social media must be cautious when selecting content and the creator. Many Indonesian social media users, on the other hand, are still uninterested in English-language material.

METHODS

The research study used a descriptive qualitative method. The goal of qualitative research was to better comprehend social processes through the eyes of human participants in natural settings. As a result, the descriptive qualitative methodology entails describing the outcome of an observation using data gathered from current sources (Ary, Jacobs, Sorensen, & Razavieh, 2010). The purpose of this survey is to find out how people/social media users feel about English-language creative material. The sampling technique used in this research is purposive sampling, where the researcher wants to know the respondents' answers according to their experience and knowledge about this research. Therefore, the instrument used in collecting data in this research is a questionnaire conducted on August 11, 2021 with a total of 75 respondents who are students and college students.

FINDING AND DISCUSSIONS

The students were given a questionnaire that contained 14 statements on a scale of strongly disagree to strongly agree, as well as one short answer about the content of favorite creators. The percentage of responders is represented in the graph below *Differences in the Concept of Approach and Method in the Era Post-Method* In the post-method era proposed by Richards and Rodgers (2001), the *method* refers to a specific instructional model or system based on a particular theory of language and language learning.

The questionnaire was distributed to social media users and consisted of 12 statements on a scale of 1-5. Questions were posed to social media users in the form of a questionnaire in order to learn about their reactions to English-language creator content. The graph below depicts the percentages obtained for each component asked of students.

The language style of foreign content creators is easier to understand when it comes to improving speaking skills. This is demonstrated by respondents who agree that foreign content creators' language style is 38 percent and Indonesian

content creators who speak English have a language style of 30 percent. This information was derived from questionnaires completed by several social media users who watched English-language content creators in order to improve their English skills.

after watching English-language content creators, their pronunciation, speaking, and communication skills improved. Respondents also stated that content from creators was not boring; as shown in the graph, 33 percent disagreed that English content was boring. This information was derived from questionnaires completed by several social media users who watched English-language content creators in order to improve their English skills.

Based from the results of findings, the language style of foreign content creators is easier to understand when it comes to improving speaking skills. Fluency refers to the ease with which you communicate yourself, especially while speaking. The explanation may have a few grammar errors, but it should be given in a clear and understandable manner that demonstrates your command of the language. This is one of the abilities to work on for an oral presentation or debate in an academic or even professional context. As crucial as the content of your presentation is how you explain your issue or illustrate your argument - smooth, clear, and succinct without too many pauses or hesitations. As according AKIR (2006), as a result of the growing focus on communicative methods, the use of videos in foreign language has expanded rapidly. Furthermore, according to a large-scale study conducted by Canning-Wilson (in AKIR, 2006), students prefer to learn language using video. People enjoy watching video because it is engaging, difficult, and exciting.

Another statement is, watching English-language content creators, their pronunciation, speaking, and communication skills improved. When the environment and conditions are unusual, people are more interested in learning. It enthuses them and makes them feel at ease. It can be concluded that YouTube as tools to improve English speaking skills. (Riswandi, 2016). After using media YouTube to learn

Another claim is that through watching English-language content providers, they enhanced their pronunciation, speaking, and communication abilities. When the event and circumstances are unusual, people are more interested in learning. It enthuses them and makes them feel more at ease. To summarise, YouTube may be used to improve English speaking abilities (Riswandi, 2016). People are more confident, have correct expression, intonation, and gestures after utilizing YouTube to study speaking and emulate how native speakers talk. Instructors are encouraged to include YouTube into their respective curriculum to get a competitive advantage in the learning/teaching environment (Moghavvemi et al., 2018). They're also employing correct language phrases. This study demonstrates that utilizing YouTube to learn how to talk can help people gain confidence. It teaches people how to speak like a native speaker, and they are no longer unsure whether what they are saying is correct or incorrect since they have witnessed how an English native speaker communicates. During the third semester of the academic year 2015/2016 at Muhammadiyah University of Metro, (Qomar, 2018) discovered that YouTube may improve students' speaking skills, including pronunciation, grammar, word choice, maintaining discussion, and organizing thoughts

CONCLUSION

According to the findings of this study, the majority of social media users search for English-language creator content on YouTube. Social media users also find it easy to search for English-language creator content, and this research shows that after watching content created by English-language creators, social users' speaking skills, pronunciation, and communication style improve. For further research, the findings suggest that researchers plan a longer research period to observe the reaction.

UTILIZING COMIC STRIPS TO ENHANCE STUDENTS' WRITING NARRATIVE SKILL

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ABSTRACT

As a complex skill, writing is not easy to teach since it involves many skills and language aspects such as planning, drafting, and editing, spelling, grammar, punctuation, etc. As well as a narrative text – a true story or fiction appears to be more complex that needs a fascinating way to teach it. Therefore, one of the ways that seems fit to teach it is using an interesting mediae.g. comic strips that can facilitate students in the process of writing. Hence, a quantitative study was conducted to find out whether or not using comic strips can enhance students' writing narrative skills. To carry out this study, the writer used students of IX 2 as the subject of this study. By means of the data collected from pre-test and post-test, the result shows that utilizing comic strips can successfully enhance students' writing narrative skill reflected in the post-test result of their composition covering all language aspects called content, organization, vocabulary, grammar, and mechanics. The significant difference in the findings can be seen in the average score: content increased from 11.8 to 16.2, the organization from 11.8 to 15.8, vocabulary from 9.6 to 13, grammar from 7.8 to 11, and mechanics from 9.4 to 12.2 with the improvement for each aspect was 4.4, 4, 3.4, 3.2, and 2.8. Based on these proofs, it can be concluded that utilizing comic strips can successfully enhance students' writing narrative skill. Consequently, finding an attractive way in teaching narrative writing such as using comic strips is required in order to overcome students' writing difficulties.

Keywords: *comic strips, writing skill, narrative text.*

INTRODUCTION

English has been decided as a compulsory subject in high school as it is an international language. Teaching English as a form of language learning always deals with communicative competence. As regulated in curriculum 2013 (Regulation of Indonesia Ministry of Education and Culture, No 68,2013), communicative proficiencies consist of four skills, and they must be mastered by students, for instance, writing skills. In the matter of this skill, the curriculum expects that senior high school students must have an ability to comprehend and create various kinds of short functional and monolog texts and essays in the form of procedure, descriptive, report, and narrative.

Unfortunately, this expectation becomes not easy to achieve since writing is one of the skills considered the most complicated one due to its complexities. Hedge as cited in Jamaris(2013) states that writing is a complex process which is not easy and nor spontaneous for many second language writers. He also clarifies that writing includes several activities namely, setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing, revising, and editing. Thus, in writing, one should engage in some activities in order to get good writing. Such problems become an obstacle in achieving the goal of the curriculum as affirmed in standard competence and basic competence for SMP and SMA in which students are able to express the meaning and rhetorical steps in a short simple essay using written language accurately, fluently, and acceptable in daily life context in the form of mentioned texts included narrative text as the focus of this research. Thus, a creative way is needed to overcome the problems such as using media-comic strips. It is assumed that this media can facilitate students in writing narrative text since comic strips contain pictures and dialog that can ease students to write a narrative story.

According to Al-Jumaily (2015), writing is form of a communication using symbols in the process of expressing ideas. Further explanation of this is clarified by Joko (2013) saying that writing is a way to express ideas coming from minds which

then is encrypted in written form based on its purpose and text genre. Therefore, to be able to write good writing, one should have skills, master grammar, vocabulary, and punctuation.

In short, to obtain effective writing, a writer needs to accomplish all processes elucidated above. The general processes used are prewriting, drafting, revising, and publishing. Considering writing as a complex skill, a writer requires to complete all these stages which are meant to improve her/his composition.

What is more, Mantra and Kumara (2018) further state that writing involves not only micro skill like language use and mechanic skills, but also it engages macro skill such as wider areas of writing including communicative purpose of writing, main and supported ideas, the literal and implied meaning of a written form. In terms of narrative writing text, Nagin in Basuki (2012) defines it as storytelling, whether it tells a true story or fiction which contains action, dialog, elaborate details, and humor played by certain characters. In addition, Rambe (2017) states that the social function of narrative writing is to entertain the readers which is constructed into three or four generic structures as follows: (a) Orientation: Tell the readers about who was involved and where it happened? (b) Complication: What happened and the evaluation of the problem or crisis that contended in the event? (c) Evaluation: What are the evaluations of the people involved in this event? (d) Resolution: How the problem or crisis was settled down and resumed to normal. What is more, as declared by Kunzle (2013) in the encyclopedia Britannica Inc. that comic strip is a narrative-designed picture series containing simple-cut story (highlight words) to describe what is happening in the images. By reading the images with the highlights, the readers can generate the story chronologically on their own.

Additionally, Lavery (2011) verifies that comic strips make students friendly in any activity in learning a language as comic strips: (1) Tell a complex story in a few images. (2) Provide comments and provoke thought on events and issues in the news. (3) Give an example of vocabulary related to the current issue. (4) Give the illustration of idioms and expressions. (5) Stimulate dialog to inject humor into a

class session. (6) Provide basic oral discourse and writing activities. (7) Show culture and values in action with the ways that men or women are behaving and are expected to behave. It can be interpreted that by means of comic strips, all skills mentioned above can be trained and enhanced since they permit teachers and students to explore language creatively.

METHODS

This study was investigated by using pre-experimental quantitative research called one group pretest and posttest design. This involves only one group of students (where the researcher experiments the study) without any control group. Ary, et al (2006) add that this design encompasses three steps, namely administering a pre-test or measuring the dependent variable, applying the experimental treatment or showing the independent variable, and running a posttest to measure the dependent variable. The most common instrument of quantitative research to gain data is through a test following pretest, treatment, and post-test.

This research was conducted at SMPS MuslimatSamalanga, which is located at Jl. Kampong Putoh, Samalanga, Bireuen. There are 15 classes in total, 5 classes for every grade. The population of this research was all of the third graders of SMP SwastaMuslimatSamalanga. Since this is the one-group pre-test-post-test design, the sample chosen was one class (IX.2) and it was selected by using the purposive sampling technique.

FINDING AND DISCUSSIONS

From the calculation of the mean score, it was found that the pre-test's mean score was 52, indicating that this score was too far from the standard score (65). It might happen due to the problems or difficulties faced by the students in which their knowledge of narrative writing text was too low including a lack of understanding of the aspects involved. While for the posttest mean score, it shows a different outcome if it is compared to the pretest result. It can be seen that the mean score reaches 71

and it means the students' skills increase somehow and achieve the passing grade. The result of pre-test and post-test is presented.

The displays the scale of students' scores in pretest and posttest. It can be witnessed that there was a significant difference in what students achieve before and after they learn narrative writing text using comic strips. In the pretest, almost all respondents got scores under 60 which could not reach a passing grade. But, in the post-test, their score made a considerable improvement where the scores were mostly above 60 and reached the standard grade. Furthermore, after both pretest and posttest were calculated and analyzed using the formula of the excel program, all of the results are noted as follows: the standard deviation was 4.7871, and the t-score was 19.84.

These outcomes are useful to do further analysis. To see the detailed information on how the students' achievement in the narrative text writing. Content as the first aspect increased from 11.8 to 16.2 with the degree of improvement is 4.4. In the organization aspect, the score raised from 11.8 to 15.8 with the enhancement is 4 indicating that the students become aware of how to state ideas clearly in their writing though somewhat choppy. For vocabulary, it increased from 9.6 to 13 with the improvement is 3.4. In the grammar aspect, the score enhances from 7.8 to 11 with the degree of improvement is 3.2. The last aspect –mechanics increases from 9.4 to 12.2 with the enhancement is 2.8. The preview of these results.

Based on the comparison of the pre-test and post-test result above, it indicates that comic strips is efficient to enhance students understanding of each aspect of narrative writing covering content, organization, vocabulary, grammar, and mechanics. As had been found from the calculation before the t-score of this research result is 19.84, while the t-table is 2.160. It can be inferred that from both scores t-score is higher than the t-table ($t_{score} 19.84 > t_{table} 2.160$) and it confirms that the alternative hypothesis is accepted and the null hypothesis is rejected. As a result, as the accepted hypothesis says that comic strips successfully

improves students' ability in writing narrative text. In other words, it can be said that utilizing comic strips overcomes students' difficulties in writing narrative text and improves their ability in writing the text.

CONCLUSION

Based on the result found, the conclusion regarding the focus of this research is concluded here. As has been mentioned before that due to the acceptance of alternative hypothesis, it can be inferred that utilizing comic strips in teaching narrative text writing successfully improves the writing skill of the third-grade students of SMP Muslimat Samalanga covering the lack of ideas to write and organize the ideas, lack of vocabulary, lack understanding of grammar. The improvement can be acknowledged from the result of post-test which is higher than the pretest. It covers all of the writing components such as the content of the story they developed, the organization of the text, vocabulary usage, grammar use, and mechanic. These all components got improved as students were facilitated with comic strips since they helped the students in developing each step of the story. Furthermore, the activity also promoted an interesting atmosphere for the students where they were given a media with pictures and clue words story that could bring them to develop their imagination. All in all, it is really important to facilitate students with media that can stimulate their progress rather than asking them to achieve a goal without something to rely on.

AN ANALYSIS OF STUDENTS' PUNCTUATION IN WRITING RECOUNT TEXT

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ABSTRACT

The aims of this research are to investigate the types of errors' punctuation and the dominant errors' punctuation in students' writing recount text at the eleventh grade of SMAN 14 Kabupaten Tangerang.. Using descriptive qualitative as a method, this research carried out on 32 students in class XI Bahasa 2 at the eleventh grade. The data were collected from the results of students' writing of recount text. The result of the research shows that types of errors of punctuation marks made by students are 88 or 91,67% errors in omission, 3 or 3,12% errors in addition, and 5 or 5,21% errors in misformation. Meanwhile, the types of punctuation errors that dominant occur in writing recount text were period with 53,1% or 51 errors made by the eleventh grade of SMAN 14 Kabupaten Tangerang. It can be concluded that the eleventh grade students of SMAN 14 Tangerang have difficulty in using punctuation.

Keywords: *Error analysis, punctuation, recount text, writing.*

INTRODUCTION

As a universal language, English is used for communication between countries. We are expanded to be able to use English effectively. Listening, speaking, reading, and writing are the four skills that are crucial for learning English. Students need to master a precise set of skills to study and comprehend English effectively. English is one of the courses studied from elementary school through high school in Indonesia. Each skill has a dissimilar complexity level, and the most complexity skill in language is writing (Richards & Renandya, 2002). According to Celce-Murcia & Elite (2000) Writing is the hardest skill to master to be learned because writing requires

more effective language control than listening, speaking, and reading. Students typically have more time to reflect in writing than when speaking in front of the class. They can review what they already know and seek clarification from dictionaries, grammar guides, and other reference resources. Writing is an essential ability for learners studying English since it allows them to express their thoughts on a particular object and develop it into good writing. To do a good writing, students not only need a lot of vocabulary, but also have to understand grammatical structure, punctuation. Three principles guide in writing: mechanics, or even the convention that a sentence should start with a capital letter and conclude with a full stop (punctuation); usage, on the appropriate use of the language in specific circumstances; and grammar, the principles that provide language structure (Kane, 2000).

The writer conducted observations and interviews with English teacher. The observationis conducted in the practice of writing a text that has been done by the writer. It shows thatstudents make many mistakes in writing the text. The results revealed that student errors occur due to several things, including a lack of students' knowledge about punctuation, lack ofstudents' understanding of grammatical structures, and misuse capitalization. As explainedthat one of the problems that occur in student errors is punctuation, a crucial thing in writing. Therefore, the writer tried to find out types of students' error in using punctuation.

Punctuation marks are symbols that represent the structure and order of written text, as well as intonation and pauses that should be observed when reading aloud (Jane, 2008). Punctuation marks have been applied to avoid expressions from being misunderstood and to allow full comprehension of written language (Shweba&Mujiyanto, 2017). Furthermore, Lauchman, (2010) states that punctuation is a writing code that is frequently required for meaning and emphasis. Punctuation works as a code for identifying markers in a sentence or paragraph.

There are several types of punctuation. According to (Hamilton, 2007), (Straus & Kaufman, 2014), (Mitchell et al., 2007), (Harmer, 2004), (Abdulkhaleq, 2019), (Stillman, 1997), (Kirkman, 2006) there are several types of punctuation, they

are: 1) Full Stop/Periods(.) to signal the end of a declarative phrase. It also serves other purposes besides being a sign, 2) Commas (,), to signal list of nouns, used in quotation, and used before a coordinating conjunction, 3) Semicolons (;), like commas, it indicates an audible pause that is a little longer than a comma but not quite a full stop, 4) Colons (:), used to separate hours and minutes and to separate a title from subtitle. The punctuation mark known as a colon serves a variety of purposes, 5) Quotation Marks (“ ”) commonly used in direct speech, 6) Parentheses (()) is used to enclose an interrupting word or word group that adds information and to clarify an idea, 7) Brackets ([]), Brackets are only used in specific situations. Only within quoted material are brackets (like single quotation marks) used. Parentheses are used much more frequently than brackets, 8) Apostrophes (') is used for contractions and possession, 9) Hyphens (-) to divide a word that is too long to fit on one line; to separate syllables of words to illustrate pronunciation; and as a leader in tabular work. 10) Dashes (—) is used to show a break in thought in a sentence, to summarize or provide information, or a sudden stop in speech, 11) Ellipses (...), to indicate an omission of a word or words within a sentence, to show that the speaker has been interrupted, and to indicate a trailing off in speech or thought, 12) Question Marks (?) is used after a direct question, 13) Exclamation Marks (!), the exclamation mark denotes a strong emotional response, 14) Slash (/) to express alternatives and indicates when a unit of one physical quantity is divided into units of another physical quantity, e.g. m/s.

Recount text was selected by the writer as a method for gathering data for this research since the text describes past experiences. Recount texts list and describe past experiences by retelling events in the chronological order in which they occurred (Yusnita, Sada, & Novita, 2011). In line with this, Hyland (2003) argued that recount text are used to recreate the past by remembering happenings in their original order. Furthermore, Knapp & Watkins (2005) stated the genre's simplest text type is recount. Recount is a type of sequential writing that primarily provides to order a sequence of happenings (Knapp & Watkins, 2005). The writer makes the case that since they are

experiencing the event, students can easily recount their experiences when using recount text. As a result, students can readily communicate their feelings memorable experiences or other intriguing events.

Some related researches have been conducted to find out the use of punctuation in writing. The first research from Sarif, Hidayati, and Humaira (2018) entitled “An Error Analysis of Using Punctuation Made by Students in Descriptive Text at the Second Year Students of SMPN 3 Wera in Academic Year 2017/2018”. The research focused on analyzing students’ error in using punctuation marks on period and comma. It reveals that there are two types of punctuation and two types of errors (comma, omission, addition, and period) that are classified. Based on the findings of this study, the researcher came to the conclusion that students continued to often misuse punctuation.

METHOD

This research aims to analyze the punctuation that students usually use in writing. The writer applied it to the eleventh-grade students. The writer conducted research at SMAN 14 Kabupaten Tangerang in academic year 2022/2023. The writer used a qualitative technique and descriptive research design with error analysis processes in this research. Descriptive analysis is research that seeks to describe a situation phenomenon without manipulating the data or paying special attention to the research issue (Sukmadinata, 2016). Descriptive research produces and describes what exists. This indicates that descriptive study concentrated only on describing the phenomenon rather than treating the students (Gay & Airasian, 2000). This research was conducted from December 2021. To collect the data, the writer explains the material about recount text, then gives instructions to the students to make a recount text with a free topic. After the students finished making the recount text, the writer analyzed the students’ writing based on the theory of Miles and Huberman (1984) and classified the punctuation errors in the recount text that had been made by the students based on

theory of Dulay, Burt, and Krashen (1982) . The writer describe the number of errors and make a percentage of each type of error, to find out the most frequent errors.

FINDINGS AND DISCUSSION

The purpose of this research was to examine punctuation errors in writing recount text made by the eleventh grade of SMAN 14 Kabupaten Tangerang. The writer requested the students to write a recount text about their experiences or memorable occasions as part of a writing test in order to collect the data. 32 students in class XI Bahasa 2 took the writing test that the writer created. The writer analysis the results and points out the punctuation error that was found in student written recount text. In categorize the punctuation mistakes, there are four types of errors according to Dulay, Burt, and Krashen (1982) they are; omission, addition, misformation, and misordering.

The percentages of the findings of the study above showed errors are classified by the writer as omissions, additions, misformation, and misordering. The writer found that omission is the most common error students make, which has 91,67% or 88 cases of the total errors. This type of error happened because students cannot distinguish between an old sentence and a new sentence, as shown by the table, which showed the percentage of each error based on the classification. The second type of error, misformation, which has 5,21% or 5 cases of the total errors, and it happened when students cannot tell which kind of punctuation to use. The next error type is addition, which has 3,12% or 3 cases of the total errors. This error type happened when students utilized punctuation that should not be used in the phrase. The last error type, misordering. In this case the writer did not find this type of error in the students' writing.

CONCLUSION

The writer seeks to draw some conclusions from the data analysis and discussion in the previous chapter. The writer discovered three different types of errors that students of the eleventh-grade in SMAN 14 Kabupaten Tangerang make in writing

recount text: omission, addition, and misformation. To sum up, there were 96 cases of errors made by the students, with 88 or 91,67% errors in omission, 3 or 3,12% errors in addition, and 5 or 5,21% errors in misformation.

The writer also observed that the students made mistakes when using the period, comma, and apostrophe. Period errors are the cause of most punctuation errors in recount text written by students of SMAN 14 Kabupaten Tangerang in eleventh grade, with a total of 51 errors or 53,1%. Then the total number of errors that occur in comma is 43 or 44.8%. The last error, an apostrophe, has a total of 2 errors, or 2.1% From the results of the research, it can be concluded that omission is the most frequent error with 91,67% or 88 occurrences of errors made by students in writing recount text. Then the types of punctuation errors that dominant occur in writing recount text were period with 53,1% or 51 errors made by the eleventh grade of SMAN 14 Kabupaten Tangerang.

THE APPLICATION OF KINDLING STRATEGY TO TEACHING READING OF VOCATIONAL HIGH SCHOOL 3 PAYAKUMBUH

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ABSTRACT

The review intends to know whether fuel methodology is powerful to further develop understudies' perusing expertise at the 10th grader of SMK. Related to the phenomena the teachers face in the school that they feel difficult in teaching reading to the students. The population for this research was 538 students, with a sample size of 40 students from class X.1. The study was an experimental study in which only one class was treated with the technique.. The research instrument was reading test. the test was valid because it had content validity. To answer the hypothesis the data was scored by using T-test formula to see whether the application of Kindling strategy gives significant effect in reading or not. The consequence of this examination

showed that the method score of exploratory class is higher than control class. The means score of trial class was 64,81 and the methods score of control class was 62,50. It mean the aftereffect of the t-test showed H1 was dismissed and H0 is acknowledged.

Keywords: *kindling strategy, English reading, teaching reading*

INTRODUCTION

Reading is one of the abilities that vocational senior high school students will be able to master, and it should be taught properly by teachers who play an important part in curricular progression. The teacher can provide resources to boost student knowledge by referring to everyday reading material such as "train schedules, newspaper articles, and travel and tourism websites." According to Johnson (2008: 3), reading is the practice of employing text to produce meaning. Creating and meaning are the two crucial words here. Reading is also the act of connecting one thought to another.

As we probably are aware, perusing appreciation is the capacity of the perusers to get the text's importance. There are a few factors that impact students' understanding cognizance. Factors impacting a reader's knowledge, according to McCormack and Pasquarelli (2010: 110), consider factors such as the learner's preferences and motivations, as well as their basic knowledge and their ability to activate schemas both before and throughout reading. In addition, the demands of the reading assignment, as well as the harshness of the text, have an impact on readers' comprehension.

Schumm (2006, p. 223) says that reading comprehension is using your background knowledge and the writer's clues to figure out what the author was trying to say. Perusing perception incorporates the grasping about unambiguous setting and their communication :peruser, text, assignment, setting, and circumstance. The teacher should be active when teaching reading to avoid boredom among pupils during the teaching and learning process. The teacher should then have strategies to guide and motivate students to learn English. As Nunan (2003:69) argues, reading is

a dynamic activity in which the reader blends knowledge from the a book and their past knowledge to generate meaning. This implies that reading students should already be proficient in the language's fundamentals.

There were various issues with the reading activity that made it ineffective. According to the researcher's experience as a teacher, the difficulties could stem from both teachers and pupils. First, the issues stem from the teacher; teachers rarely employ engaging strategies to encourage children to engage in reading activities. As a result, the teacher's teaching technique is ineffective in attracting pupils' attention to reading. It causes students to become bored while reading. Reading practice is what helps us became better readers (Johnson 2008:4).

Second, several issues were brought forward by students. The first is a lack of vocabulary and grammar among kids. The second issue is that pupils are less motivated to read. Finally, students are too lethargic to read a long book, making it difficult for them to locate the essential point and comprehend the material. To put it differently, perusing is a type of English language competency where someone or students try to gain meaning from the written words. A written or printed symbol must be translated into an appropriate sound, as Elizabeth and Rao (2010:278) acknowledge. As a result, the symbol (whether written or printed), sound, and perception all play a role in reading.

In addition, according to Brassell and Rasinski (2008: 15), reading is a multimodal activity that involves the eyes, hearing, and tongue. To put it another way, reading is the ability to understand or make sense of written material. This means that in order to truly understand what you're reading, you must go over it more than once. To defeat the issue over, the educator ought to have the option to involve technique in instructing perusing. Numerous techniques can be utilized in educating perusing. One of the showing perusing procedures that can be utilized to assist understudies with fostering their capacity in perusing was by utilizing Kindling system.

METHODS

The writer only treated one experimental class in the study. According to Gay, Mills, and Airasian (2011: 250), experimental research can test hypotheses to establish cause and effect. In experimental research, the researcher manipulates at least one independent variable, controls other factors, and observes dependent variables. However, the researcher used just post-test controls. This study uses a posttest-only control group design as its research strategy. In following up on the findings of Gay et al. (2011:269), the post-test-only control group design is identical to that of the pretest – except that there is no pretest and participants are randomly allocated to at least two groups, treated with various treatments and then retested.

The writer was taught to classes; experimental class and control class. In experimental class the researcher was treated with *Kindling* strategy. In control class, the researcher was treated without *Kindling* strategy. The teacher taught the students using the usual method, like teaching reading by giving the text, then ask them to find the difficult word, etc. The researcher was taught both classes for eight meeting. For the last meeting, the researcher gave test to both of the classes. Then, the score was analyze to find effectiveness of treatment. The sample of this study was 40 students in class X.1 out of 538 students as the population. In analyzing the students scores, the writer used the formula suggested by Sudijono (2009:217). Then, the normality data was analyzed by using Liliefors formula suggested by Irianto. At the end, T-test formula was used in analyzing the data.

FINDING AND DISCUSSIONS

There were experimental and control class in this research. In the experimental class, the students were taught by *Kindling* strategy, while the control class was taught without *Kindling* strategy. The calculated result of the students' scores in both classes are presented as the following table:

Table 7. The result of Post Test

No	Result of The Research		
		Post Test	
		Experimental class	Control class
1	Total Score	1749,9	1999,87
2	\bar{x}	64,81	62,50
3	N	27	32
4	SS	2019,229	2022,4285
t- calculated		1,06	
t- table		2,000	
level of significance		0,05	
Df		57	

To summarise, it is clear from the table above, which shows that the t-calculated value of 1,06 was lower than the table's value 2,000 in level significance (0,05) and the degree of freedom (df) is $n_1 + n_2 - 2 = 57$, with the name of result in experimental class is 27 and total score is 2019,229, while in control class the total score is 2022,4285. So then, H_0 is regarded as true. Therefore, this suggests no discernible impact among the SMK N 3 Payakumbuh tenth graders.

After scoring the students' answer sheet, the means score of experimental class was 64,81 and the means of students in control class was 62,50. Then, the total score of experimental class was 1749,9 and the total score of control class was 1999,87. Sum square of experimental class was 2019,229 and sum square of control class was 2022,4285. By using t-test formula, it found that t-calculated was 1,06 and t-table was 2,000 with the level significance (α) was 0,05 and degree of freedom (df) = 57

Then, teaching reading with the Kindling technique to eighth graders at SMK N 3 Payakumbuh had no significant benefit. So it means H_1 rejected and H_0 was accepted. The hypothesis was tested by comparing the post-test score of both classes using the t-test formula. Next, the result of t-calculated was compared by t-table. The result of t-calculated was 1,06 and t-table 2,000 with degree of freedom (df) was 57 and the level of significant 0,05. It means t-table was bigger than t-calculated.

So, the null hypothesis (H₀) was accepted and the alternative hypothesis (H₁) was rejected. Therefore, using the Kindling technique to teach reading to tenth-graders at SMK N3 Payakumbuh shows no meaningful impact.

The Kindling technique was then found to be ineffective in the classroom when it came to teaching reading. Because of various reasons, this method made the learner less interested in reading. First, the kids' grasp of English makes it difficult to learn English. Then there's the issue of time constraints, which contributes to students' challenges in finishing content in reading classes. Finally, and due to this method, kids found studying English to be tedious to read.

According to the study's findings, teaching reading through the Kindling technique does not assist children enhance their reading activity at SMK N 3 Payakumbuh.

CONCLUSION

This study examined the impact of teaching reading with the Kindling technique to tenth graders at SMK N 3 Payakumbuh in 2016-2017. The collected data of the students' scores indicate that the experimental class has a higher mean score than the control class. The mean score for the experimental group was 64.81, while the mean score for the control group was 62.50. Therefore, the t-test result indicated H₁ was rejected and H₀ was approved. Nevertheless, the findings point to a significant rise in quality. The study of the kindling technique was successfully successful in teaching speaking due to the students' experiences of some hurdles. A statistical approach that gave the result in which the t score was higher than the t table score demonstrated that it was true. In conclusion, the author expresses the expectation that the study results will be useful for English teachers in enhancing their students' ability to speak English.

Students Pre-test Results

NO	Students Name	Pre-Test	Classification
1.	MR	46	Poor
2.	NAM	46	Poor
3.	RS	46	Poor
4.	TS	46	Poor
5.	AF	53	Poor
6.	IY	35	Very Poor
7.	NRA	53	Poor
8.	TW	75	Good
9.	AD	46	Poor
10.	NAR	46	Poor
11.	NR	50	Poor
12.	SW	57	Fair
13.	MA	50	Poor
14.	IA	46	Poor
15.	NWA	46	Poor
16.	NA	46	Poor
17.	IS	50	Poor
18.	MR	46	Poor
19.	NH	46	Poor
TOTAL		929	

Students Post-test Results

NO	Students Name	Post-Test	Classification
1.	MR	67	Excellent
2.	NAM	82	Good
3.	RS	82	Good
4.	TS	71	Good
5.	AF	82	Good
6.	IY	78	Good
7.	NRA	75	Good
8.	TW	75	Good
9.	AD	75	Good
10.	NAR	71	Good
11.	NR	67	Fair
12.	SW	60	Fair
13.	MA	71	Good
14.	IA	78	Good
15.	NWA	78	Good
16.	NA	67	Fair
17.	IS	78	Good
18.	MR	82	Good
19.	NH	67	Poor
TOTAL		1403	

Instrument of the Treatment

My Reading Log

NAME :

NIM :



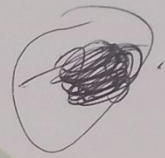
No.	Date	Title	The Background	The Keywords	The Samples	Method	Results and Discussion	Conclusion



Instrument of the Pre-Test

Answer the questions based on the text above!

1. Mention the title of the text above !
2. Write down the keywords from the text !
3. Describe the number of samples from the text !
4. Describe the background of the text !
5. Describe the method of the text !
6. Describe the results and discussion from the text !
7. Describe the conclusion of the text !



Answer

1. Reading Jurnal as a way to improve student's Reading Comprehension
2. Reading Jurnal, writing, reading comprehension
3. Describe the number of samples from the text!
4. Describe the background of the text.
5. Describe the method of the text.
6. Describe the results and discussions from the text.
7. Describe the conclusion of the text!

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Instrument of the Post-Test

Answer the questions based on the text above!

1. Mention the title of the text above !
2. Write down the keywords from the text !
3. Describe the number of samples from the text !
4. Describe the background of the text !
5. Describe the method of the text !
6. Describe the results and discussion from the text !
7. Describe the conclusion of the text !

Answer

1. The title of the text is Reading Journal as a Way to Improve Students' Reading Comprehension.
2. The keywords from the text is Reading journal, writing, reading comprehension.
3. The number of samples from the text is 80 students from 3 department. 30 students of Bahasa Indonesia Department, 30 students of PJKR Department, and 20 students of English Department.
4. The background of the text is this study tries to explore the effects of reading journals toward the comprehension of a textbook material. Reading journal is designed to aid students with critical reading skills.
5. The method of the text is uses quantitative methods. There are three instruments used in the research, that is reading journal, quiz, and questionnaire.
6. It can be seen that from three department above show improvement in the good category. It means that in these departments, the number of students who perform well in the quiz has increased as compared to the whole results of the journals. Corresponding to the number of students who has performed fairly in these departments has decreased. However, there are two departments whose students are of poor category show improvement also. In other words, the number of students in this category has decreased, and one department has no student to perform poorly.
7. The conclusion of the text is 58,7% students in average have achieved good category resulted from the journal they have written. 27,9% of the participants are of fair category and only 13,4% of them do not comprehend the assigned reading well.

75

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Distribution of T-Table

t Table											
cum. prob	<i>t</i> _{.50}	<i>t</i> _{.75}	<i>t</i> _{.80}	<i>t</i> _{.85}	<i>t</i> _{.90}	<i>t</i> _{.95}	<i>t</i> _{.975}	<i>t</i> _{.99}	<i>t</i> _{.995}	<i>t</i> _{.999}	<i>t</i> _{.9995}
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

The Mean, Median and Mode Score

1. Mean Score

a. Pre-test

$$x = \frac{\sum x}{N}$$

$$x = \frac{929}{19}$$

$$x = 48,8$$

b. Post-test

$$x = \frac{\sum x}{N}$$

$$x = \frac{1403}{19}$$

$$x = 73,8$$

2. Median Score

a. Pre-test

$$Md = Tb \left(\frac{\frac{1}{2}n - F}{f} \right) p$$

$$Md = 46$$

b. Post-test

$$Md = Tb \left(\frac{\frac{1}{2}n - F}{f} \right) p$$

$$Md = 75$$

3. Mode Score

a. Pre-test

$$Mo = Tb \left(\frac{b_1}{b_1 + b_2} \right) p$$

$$Mo = 46$$

b. Post-test

$$Mo = Tb \left(\frac{b_1}{b_1 + b_2} \right) p$$

$$Mo = 67$$



Research Recommendation From IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : Jl. Anas Bakri No. 08 Sorong Parepare 91132 telp 0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id email: reas@iainparepare.ac.id

Nomor : B.2275/In.39/FTAR.01/PP.00.9/06/2023 07 Juni 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sri Ayu
Tempat/Tgl. Lahir : Polewali Mandar, 5 Oktober 2001
NIM : 19.1300.018
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl Husni Tamrin, Desa Binanga, Kec. Mamuju, Kab. Mamuju,
Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Using Reading-Log Strategies To Improve The Student's Reading Comprehension At English Departement Students Of IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.




Wassalamu Alaikum Wr. Wb.


Dr. Zulfah, M.Pd.
NIP. 19660420 200801 2 010


Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Research Permit Recommendation

		SRN IP000522
<hr/>		
Dasar :		
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
MENGIZINKAN		
KEPADA		
NAMA	: SRI AYU	
UNIVERSITAS/ LEMBAGA	:	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	:	
UNTUK	:	
	berikut :	
JUDUL PENELITIAN	: USING READING-LOG STRATEGIES TO IMPROVE THE STUDENT'S READING COMPREHENSION AT ENGLISH DEPARTMENT STUDENT'S OF IAIN PAREPARE	
LOKASI PENELITIAN	: INSTITUT AGAMA ISLAM NEGERI (IAN) PAREPARE	
LAMA PENELITIAN	: 12 Juni 2023 s.d 03 Juli 2023	
	Rekomendasi Penelitian berlaku selama penelitian berlangsung	
	b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
	i	
	Pada Tanggal : 15 Juni 2023	
	KEPALA DINAS PENANAMAN MODAL	
	KOTA PAREPARE	
		
	Hj. ST. RAHMAH AMIR, ST, MM	
	Pangkat Pembina Tk. 1 (IV/b)	
	NIP : 19741013 200604 2 019	
Biaya : Rp. 0.00		
PAREPARE		
yang diterbitkan BSR-E		
• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPISP Kota Parepare (scan QRCode)		
		

Research Permit Recommendation from IAIN Parepare

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.3011/n.39/FTAR.01/PP.00.9/07/2023

Yang bertanda tangan di bawah ini,


Nama : Dr. Zulfah, M.Pd.
NIP : 19830420 200801 2 010
Pangkat / Golongan : Pembina / IV a
Jabatan : Dekan Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Sri Ayu
NIM : 19.1300.018
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Jl. Husni Tamrin, Kec. Mamuju, Kab. Mamuju

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan 12 Juni 2023 sampai dengan bulan 03 Juli 2023, dengan judul penelitian "Using Reading-Log Strategies To Improve The Student's Reading Comprehension At English Department Student's Of IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 06 Juli 2023

Dekan
Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Documentation





KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3605 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

- imbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- ingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
- 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
- 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
- 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
- 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
- 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
- 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
- 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
- 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
- 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- erhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING
SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM
NEGERI PAREPARE TAHUN 2022;

- Menunjuk saudara; 1. Dr. H. Ambo Dalle, S.Ag., M.Pd.
- 2. Kalsum, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
 Nama : Sri Ayu
 NIM : 19.1300.018
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Using Reading-Log Strategies To Improve The Student's Reading Comprehension at The First Semester Student's of IAIN Parepare

Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
 Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
 Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 12 September 2022

Dekan,



CURRICULUM VITAE



The full name of the researcher is Sri Ayu. She was born on October 5, 2001, in Polewali, West Sulawesi. She was the fifth of six children, with three brothers and two sisters. She had been interested in learning English since middle school, and she decided to continue her studies by majoring in English education. The researcher graduated from SD Negeri 1 Mamuju in 2013. Then, in 2016, She graduated from SMP Negeri 2 Mamuju and also continued to SMA Negeri 1 Mamuju, where she graduated in 2019. She lived and grew up in Polewali and also in Mamuju, West Sulawesi. Researcher have many hobbies, such as watching badminton or other sports, listening to music, and reading novels. In 2019, researcher continued their studies at IAIN Parepare, at the Tarbiyah Faculty, in the English Language Education Study Program. During college, researchers gained a lot of new knowledge to improve their English skills and experience in other people's cities.