

**THE EFFECT OF USING BUILD, KNOW, WANT, LEARN, QUESTION
(BKWLQ) STRATEGY TOWARD READING COMPREHENSION ON
NARRATIVE TEXT OF THE FIRST YEAR STUDENTS
AT MAN KAMPAR**



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PEKANBARU
1435 H/ 2014 M**

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EXAMINER APPROVAL

The thesis entitled *The Effect of Using Build, Know, Want, Learn, Question (BKWLQ) Strategy toward Reading Comprehension on Narrative Text of the First Year Students At Man Kampar* is written by Indrayani, NIM. 10914007405. It has been approved and examined by the examination committee of undergraduate degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim of Riau on Muharram 5th, 1435 H/ January 7, 2014 M, as one of requirements for Undergraduate Degree in English Education.

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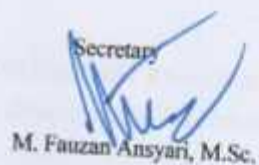
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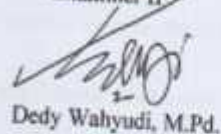
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ABSTRAK

Indrayani, (2013): Pengaruh dari Penggunaan Strategi Build, Know, Want, Learn, Question (BKWLQ) terhadap Pemahaman Membaca pada Teks Narrative Siswa di Kelas Satu MAN Kampar.

Permasalahan yang dialami oleh siswa MAN KAMPAR dalam memahami bacaan benar-benar membutuhkan solusi yang benar. Dalam hal ini, guru diharapkan untuk menemukan sebuah strategi yang bagus untuk meningkatkan pemahaman membaca siswa dengan menerapkan strategi Build, Know, Want, Learn, Question (BKWLQ) sebagai pengganti strategi yang digunakan sebelumnya. Strategy Build, Know, Want, Learn, Question (BKWLQ) merupakan strategi yang tepat untuk meningkatkan pemahaman membaca siswa, karena strategi ini menekankan pada mengingat, memahami, mengaplikasi, menganalisa, dan mengevaluasi. Strategi ini juga membantu siswa untuk mengembangkan pengetahuan umum sebelum, selama, dan setelah membaca.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan membaca siswa yang diajarkan dengan strategi Build, Know, Want, Learn, Question (BKWLQ) dan tanpa menggunakan strategi Build, Know, Want, Learn, Question (BKWLQ), dan untuk mengetahui apakah ada pengaruh yang signifikan dalam menggunakan strategi Build, Know, Want, Learn, Question (BKWLQ) terhadap kemampuan membaca siswa kelas satu di MAN KAMPAR. Populasi dalam penelitian ini adalah siswa kelas satu di MAN KAMPAR, dan sampel penelitian ini adalah kelas X 1 dan X 2.

Nilai rata-rata dari pemahaman bacaan siswa yang diajarkan dengan strategi Build, Know, Want, Learn, Question (BKWLQ) adalah 66.00. Dan pemahaman bacaan siswa yang diajarkan dengan strategy Build, Know, Want, Learn, Question (BKWLQ) dapat dikategorikan kedalam level “Baik”

Nilai rata-rata dari pemahaman bacaan siswa yang diajarkan tanpa menggunakan strategi Build, Know, Want, Learn, Question (BKWLQ) adalah 56.85. Dan pemahaman bacaan siswa yang diajarkan tanpa menggunakan strategi Build, Know, Want, Learn, Question (BKWLQ) dapat di kategorikan kedalam level “kurang baik”.

Berdasarkan dari analisa formula sample T-test, dapat dilihat bahwa t_o lebih tinggi dari t-tabel walaupun pada tingkat signifikan dari 5% atau pada level signifikan 1%. Ia dapat disimpulkan bahwa H_o “ditolak” dan H_a “diterima”. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Build, Know, Want, Learn, Question (BKWLQ) terhadap pemahan bacaan siswa dikelas 1 MAN KAMPAR

ABSTRACT

Indrayani, (2013) : The Effect of Using Build, Know, Want, Learn, Question (BKWLQ) Strategy towards Students' Reading Comprehension on Narrative text at the First Year of MAN Kampar.

The problems experienced by the students at MAN Kampar in reading comprehension on narrative text really needed the correct solution. In this case, the teacher was expected to find a good strategy to improve the students' reading comprehension by applying Build, Know, Want, Learn, Question (BKWLQ) Strategy as a replacement of previous strategy. Build, Know, Want, Learn, Question (BKWLQ) strategy is an appropriate strategy to improve the students' reading comprehension on narrative text, because it emphasizes remembering, understanding, applying, analyzing, and evaluating. This strategy also helps students to develop general knowledge before, during, and after reading.

The objectives of this research were to know the students' reading comprehension on narrative text that is taught by using Build, Know, Want, Learn, Question (BKWLQ) strategy and without using Build, Know, Want, Learn, Question (BKWLQ) strategy, and to know whether there is a significant effect of using Build, Know, Want, Learn, Question (BKWLQ) strategy towards students' reading comprehension on narrative text at the first year of MAN Kampar. The population of this research was the first year of MAN Kampar, and the samples were the first X 1 class and the second X 2 class.

Mean of the students' reading comprehension taught by using Build, Know, Want, Learn, Question (BKWLQ) Strategy is 66.00. And students' reading comprehension taught by Build, Know, Want, Learn, Question (BKWLQ) strategy is categorized into "Good Level".

Mean of the students' reading comprehension without being taught by using Build, Know, Want, Learn, Question (BKWLQ) strategy Strategy is 56.85. And the students' reading comprehension taught without using Build, Know, Want, Learn, Question (BKWLQ) strategy is categorized into "Less Level".

Based on data analysis the writer found that t_o is 3.717 and higher than t_{table} 2.02 in significance level of 5% and 2.72 in 1%, $2.02 < 3.717 > 3.72$, so it can be concluded that H_a is accepted, H_o is rejected. It means that there was a significant effect of using Build, Know, Want, Learn, Question (BKWLQ) strategy Towards Students Reading Comprehension On Narrative Text At The First Year of MAN KAMPAR. The writer concluded that teaching reading by using Build, Know, Want, Learn, Question (BKWLQ) was effective to be used for improving the students' reading ability.

مخلص

إيندراياتي (٢٠١٣) : تأثير استخدام استراتيجيات بناء معرفة، تريدة، تعلم، سؤال إلى الفهم القراءة في النص السرد للطلاب في الصف الأول في مدرسة عالية الحكومية كمبر.

المشاكل التي يواجهها طلاب في مدرسة عالية الحكومية كمبر في الفهم القراءة حقا بحاجة إلى حل التي هي الحق، وفي هذه الحالة، يتوقع المعلم لإيجاد استراتيجية جيدة لتحسين الفهم القراءة للطلاب من خلال تنفيذ استراتيجيات بناء معرفة، تريدة، تعلم، سؤال باعتبارها استراتيجية بديل المستخدمة سابقا. استراتيجيات بناء معرفة، تريدة، تعلم، سؤال هو استراتيجية ملائمة لتحسين الفهم القراءة للطلاب ، وذلك لأن هذه الاستراتيجية تشدد على تذكر، والفهم، وتطبيق، وتحليل، وتقييم. يساعد هذه الاستراتيجية أيضا الطلاب على تطوير معروفا جيدا قبل وأثناء وبعد القراءة.

عرض من هذه الدراسة لمعرفة قدرة القراءة الطلاب تدرس استخدام استراتيجيات بناء معرفة، تريدة، تعلم، سؤال و دون استخدام استراتيجيات بناء معرفة، تريدة، تعلم، سؤال و لمعرفة تأثير كبير استخدام استراتيجيات بناء معرفة، تريدة، تعلم، سؤال و دون استخدام استراتيجيات بناء معرفة، تريدة، تعلم، سؤال إلى القدرة القراءة للطلاب في الصف الأول في مدرسة عالية الحكومية كمبر. سكان من هذا البحث هو طلاب في الصف في مدرسة عالية الحكومية كمبر و عينة من هذا البحث هو طلاب الأول فئة العشر ١ و فئة العشر ٢.

في هذه الدراسة هو دراسة شبه تجريبية. يستخدم مؤلف سيطرة غير ما يعاينها. هناك ٨ الاجتماع في هذه الدراسة، ٦ الاجتماع لتوفير العلاج، ١ اجتماع لإعطاء قبل الاختبار، و ١ اجتماع لإعطاء بعد الاختبار. أداة هذه الدراسة هو الاختبار. أسئلة اختبار يتكون من ٣٠ بناء، وأنواع البحوث هي اختبار من متعدد.

أظهرت النتائج أن تقدم الطلاب يمكن رؤيتها من خلال يتعلق بعرض البيانات وتحليل البيانات الإحصائي للعلوم الاجتماعية. قبل تقديم علاج، فإن قيمة متوسط فئة تجريبية هو ٥٦,٨٥ و فئة عنصر التحكم هو ٥٢,٢٠. بعد إعطاء العلاج لتجربة فئة، كان قيمة متوسط من الفئة تجريبية ٦٦,٠٠ و فئة عنصر التحكم ٥٦,٨٥. لتحليل البيانات وباحثين باستخدام صيغة اختبار تي المستقلة باستخدام الإحصائي للعلوم الاجتماعية الاصدار ١٦.٠. استنادا إلى تحليل البيانات، إلى ٣,٧١٧، مقارنة مع جدول تي من خلال الاستحواذ على درجات الحرية ٥٪ و ١٪ هي ٢,٠٠٢ و ٢,٧٢، لذلك وجد الباحثون أن $2.72 > 3.717 > 2.002$ ، لذلك، فإنه يمكن تحليل ذلك أن أكبر من جدول تي في حدود ٥٪ أو ١٪ ويمكن يقال أن هو رفض وقبول ها. وهذا يدل على أن هناك تأثير كبير استخدام استراتيجيات بناء معرفة، تريدة، تعلم، سؤال إلى القدرة القراءة للطلاب في الصف الأول في مدرسة عالية الحكومية كمبر.

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The title of this thesis is The Effect Of Using Build, Know, Want, Learn, Question (Bkwlq) Strategy Toward Reading Comprehension On Narrative Text Of The First Year Students At Man Kampar.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe blesses you all. Aamiin...

Pekanbaru, December 14th, 2013

The writer

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