THE EFFECT OF BEELINGUAPP APPLICATION TOWARD STUDENTS' READING COMPREHENSION USING KWL STRATEGY ON NARRATIVE TEXT OF EIGHTH GRADE AT SMPN 3 ROKAN IV KOTO

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree at Teacher Training and Education Faculty of Islamic University of Riau

HAZA JULIANI
166311103

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2020

THESIS APPROVAL

TITLE

THE EFFECT OF BEELINGUAPP APPLICATION TOWARDS STUDENTS' READING COMPREHENSION USING KWL STRATEGY ON NARRATIVE TEXT OF EIGHT GRADE AT SMPN 3 ROKAN IV KOTO

Name	: Haza Juliani
Student Number	: 166311103
Faculty	: Teacher Training and Education
Study Program	: English Language Education

Advisor

Miranti Eka Putri, M. Ed
NIDN. 1005068201

Head of English Language Education

Muhammad Ilyas, S.Pd., M.Pd
NPK. 160702565
NIDN.1021068802
Penata/Lektor/IIIc

This Thesis submitted as one of the requirement for getting Sarjana Degree in English Study Program Faculty of Teacher Training and Education of Universitas Islam Riau.

The Vice Dean of Academic

Dra. Hj. Tity Hastuti., M.Pd
NIP. 195911091987032002
NIDN. 001109590411

THESIS APPROVAL

TITTLE

THE EFFECT OF BEELINGUAPP APPLICATION TOWARD STUDENTS' READING COMPREHENSION USING KWL STARTEGY ON NARRATIVE TEXT OF EIGHTH GRADE AT SMPN 3 ROKAN IV KOTO

Name : Haza Juliani
Students Number : 166311103
Place/date : Tanjung Medan, 07 Juli 1998
Faculty : Teachers Training and Education Faculty
Study Program : English Language Education

THE CANDIDAT HAS BEEN EXAMINED

MONDAY, 7TH SEPTEMBER 2020

THE EXAMINERS COMMITTE

Advisor

Miranti Eka Putri, M.Ed
NIDN 1005068201

Examiners

Dra.Betty Sailun, M.Ed
NIDN 00207046002

Marhamah, S.Pd., M.Ed
NIDN 1023127702

This Thesis has been approved to be one of the requirements for the Award The Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, 27 August 2020
The Vice Dean of Academic

Dra. Hj. Lilly Hastuti., M.Pd
NIP 195911091987032002
NIDN 001109590411

LETTER OF NOTICE

The advisor hereby notice that:

Name   : Haza Juliani

Student Number   : 166311103

Faculty   : Teacher Training and Education

Study Program   : English Language Education

Advisor   : Miranti Eka Putri S.Pd., M.Ed

Has been completely written a thesis which entitled:

THE EFFECT OF BEELINGUAPP APPLICATION TOWARD STUDENTS' READING COMPREHENSION USING KWL STRATEGY ON NARRATIVE TEXT OF EIGHTH GRADE AT SMPN 3 ROKAN IV KOTO

It has been to be examined
This letter is made to be used as it is needed.

Pekanbaru, 27th August 2020
Advisor

Miranti Eka Putri. M.Ed
NIDN.1005068201

DECLARATION

Name   : Haza Juliani
Index Number   : 166311103
Place/ date of birth   : Tanjung Medan, 07 July 1998
Study Program   : English Language Education (S1)
Faculty   : Teacher Training and Education

I hereby declare this thesis is definetely from my own ideas, except the quotations (directly or indirectly). Which were taken fro various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 27th August 2020
The Researcher

Haza Juliani
NPM. 166311103

THESIS GUIDANCE AGENDA

Thesis guidance has been done to:

Name : Haza Juliani
Students Number : 166311103
Study Program : English Language Education
Faculty : Teacher Training and Education
Advisor : Miranti Eka Putri S.Pd.,M.Ed
Tittle : The Effect of Beelinguapp Application Toward Students'
Reading Comprehension using KWL Strategy on Narrative
Text of English Grade at SMPN 3 Rokan IV Koto.

No	Date	Guidance Agenda	Signature
1	23/10/2019	Research Problem & Title of the Research	
2	28/11/2019	Revised Chapter I, II	
3	09/12/2019	Revised Chapter I, II,III and Conceputual Framework	
4	27/01/2020	Revised Chapter I, II,III and the Rules of Research	
5	29/01/2020	Revised Chapter I,II,III, and References	
6	17/02/2020	Join to Seminar	
7	12/08/2020	Revised Chapter IV & V	
8	18/08/2020	Revised Chapter IV	
9	20/08/2020	Revised Chapter IV & V	
10	24/08/2020	Approved to Join Thesis Examination	
11	07/09/2020	Join Thesis Examination	

Pekanbaru, 27th August 2020
The Vice Dean of Academic

Dr. Hj. Tiry Hastuti., M.Pd
NIP.195911091987032002
NIDN.001109590411

F.A.3.07

FORMULIR PENGAJUAN JUDUL SKRIPSI

Saya yang bertandatangan di bawah ini:

Nama : Haza Juliani
NPM : 166311103
Tempat/Tgl. Lahir : Tanjung Medan, 07 Juli 1998
Alamat : Perm. Dokagu Blok B No 10
No. Telp./HP : 082385456093

Bermaksud mengajukan judul skripsi sebagai berikut:

Judul I : The Effect Of Beelinguall Toward Students'
Reading Comprehension on narrative text Of
Eighth grade at SMPN 3 ROKAN IV KOTO

Judul II : _____

Judul III : _____

Usulan Pembimbing (Ditentukan oleh Ketua Program Studi)

Pembimbing : Miranti Eka Putri, S.Pd, M.Ed

Menyetujui,
Ketua Program Studi Pendidikan Bahasa Inggris

Miranti Eka Putri., S.Pd.,M.Ed
NIDN. 1005068201

Pekanbaru, 10/10/2019
Mahasiswa yang mengajukan,

Haza Juliani
NPM. 166311103

Mengetahui,
Wakil Bidang Akademik

Dr. Sri Amnah., M.Si
NIDN. 0007107005

Catatan apabila judul belum disetujui:

_____

Pertimbangan Utama Ka. Prodi dalam menetapkan Pembimbing:
1. Judul ini merupakan penelitian Payung (Kolaboratif) dengan dosen yang bersangkautan
2. Kepakaran Dosen sesuai Rumpun Ilmu
3. Pemerataan Distribusi Pembimbing

Copy 2x

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Haza Juliani
NIM	:	16 631 1103
Hari Tanggal Seminar	:	Senin/ 17 Februari 2020
Pembimbing Utama	:	Miranti Eka Putri, S.Pd., M.Ed.

Judul Proposal Penelitian

The Effect of Beelinguapp Application Toward Students' Reading Comprehension on Narrative Text of Eight Grade at SMPN 34 Pekanbaru.

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	Disetujui/Direvisi/ dirubah judul baru
2. Identifikasi Masalah	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
3. Perumusan Masalah	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
4. Tujuan Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
5. Teori Utama dan Teori Pendukung	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
6. Hipotesis Penelitian (jika ada)	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
7. Populasi dan Sampel/ Subjek Penelitian	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
8. Metode dan Disain Penelitian	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
9. Variabel Penelitian	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
10. Instrumen Penelitian	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
11. Prosedur Penelitian	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
12. Teknik Pengambilan Data	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
13. Teknik Pengolahan Data	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
14. Teknik Analisis Data	:	Jelas/ Kurang Jelas/ ~~Dirubah~~
15. Daftar Rujukan / Pustaka	:	~~Relevan~~/ ~~Kurang Relevan~~/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Miranti Eka Putri, S.Pd., M.Ed.	Pembimbing Utama	1.
Dra. Betty Sailun, M.Ed.	Anggota	2.
Marhamah, S.Pd., M.Ed.	Anggota	3.

Pekanbaru, ………………….. 2020
Diketahui Oleh Wakil Dekan Bidang Akademik

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.ED.
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor

Dr. Sri Amnah. S.Pd., M.Si
NPK 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
Penata. IIIc / Lektor

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 739 /FKIP-UIR/Kpts/2020

Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP UNIVERSITAS ISLAM RIAU

Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.

2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
   a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
   b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
   c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
   d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
   e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Miranti Eka Putri, S.Pd.,M.Ed	Lektor - Penata / IIIc	Pembimbing Utama

Nama Mahasiswa	Haza Juliani
NPM	166311103
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	The Effect of Beelinguapp Application Toward Students' Reading Comprehension on Narrative Text of Eight Grade at SMP 3 Rokan IV Koto.

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku diUniversitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Tanggal : 09 Juni 2020
Dekan,

Dr. Hj. Sri Amnah, S.Pd.,M.Si
NIP. 1970 10071998 032002
NIDN. 007107005
Sertifikasi : 13110100601134

Tembusan disampaikan kepada :
1.Yth.Rektor UIR Pekanbaru
2.Yth.Kepala Biro Keuangan UIR Pekanbaru
3.Yth.Ketua Program Study **Pendidikan Bahasa Inggris** FKIP UIR Pekanbaru
4.Pertinggal..

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الأسلامية الرياوية

Pekanbaru, 09 Juni 2020

Nomor : 1496 /E-UIR/27-FKIP/2020
Hal : *Izin riset*

Kepada Yth Bapak Gubernur Riau
C/q Bapak Kepala Dinas Penamanan Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di –
      Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama   : Haza Juliani

Nomor Pokok Mhs : 166311103

Fakultas   : Keguruan dan Ilmu Pendidikan

Program Studi   : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **"The Effect of Beelinguapp Application Toward Students' Reading Comprehension on Narrative Text of Eight Grade at SMP 3 Rokan IV Koto".**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan,

Dr. Hj. Sri Amnah, S.Pd.,M.Si
NIP. 1970 10071998 032002
NIDN . 0007107005
Sertifikasi : 13110100601134

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/32990

T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 1496/E-UIR/27-FKIP/2020 Tanggal 9 Juni 2020**, dengan ini memberikan rekomendasi kepada:

1.	Nama	:	HAZA JULIANI
2.	NIM / KTP	:	166311103
3.	Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4.	Jenjang	:	S1
5.	Alamat	:	PEKANBARU
6.	Judul Penelitian	:	**THE EFFECT OF BEELINGUAPP APPLICATION TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT OF EIGHT GRADE AT SMP 3 ROKAN IV KOTO**
7.	Lokasi Penelitian	:	SMP 3 ROKAN IV KOTO-ROKAN HULU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di	:	Pekanbaru
Pada Tanggal	:	11 Juni 2020

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Rokan Hulu
   Up. Kaban Kesbang dan Linmas di Pasirpengaraian
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan

PEMERINTAH KABUPATEN ROKAN HULU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Tuanku Tambusai Km. 4 Komp. Bina Praja Pemda Rokan Hulu Telp. 0813 7210 2755
Kode Pos : 28557 Email : dpmptsp@rokanhulukab.go.id Website : http : //dpmptsp.rokanhulukab .go.id

REKOMENDASI
NOMOR:503/DPMPTSP/NON IZIN-RISET/122

Tentang

PELAKSANAAN KEGIATAN RISET / PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rokan Hulu, setelah membaca Surat dari DPMPTSP Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/32990 tanggal 11 Juni 2020 tentang Rekomendasi Pelaksanaan Riset / Pra Riset dan pengumpulan Data untuk bahan **Skripsi**, dengan ini dapat diberikan Rekomendasi kepada :

Nama	:	HAZA JULIANI
Nomor Induk Mahasiswa	:	166311103
Jurusan	:	Pendidikan Bahasa Inggris
Jenjang	:	Sarjana S-1
Judul Penelitian	:	**The Effect Of Beelinguapp Application Toward Students' Reading Comprehension On Narrative Text Of Eight Grade At SMP 3 Rokan IV Koto**
Lokasi Penelitian	:	SMP 3 Rokan IV Koto

Dengan Ketentuan sebagai berikut :

1. Tidak Melakukan Kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan Riset dan Pengumpulan Data ini.

2. Pelaksanaan Kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini.Terima Kasih

Ditetapkan di : Pasir Pengaraian
Pada Tanggal : 15 Juni 2020

a.n.BUPATI ROKAN HULU
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN ROKAN HULU,

GORNENG, S.Sos, M.Si
Pembina TK.I (IV/b)
NIP.19740727 200012 1 001

Tembusan :
1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Rokan Hulu .
2. Kepala Dinas Pendidikan Pemuda dan Olahraga Kabupaten Rokan Hulu
3. Kepala SMP 3 Rokan IV Koto Kabupaten Rokan Hulu
4. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau
5. Yang bersangkutan

PEMERINTAH KABUPATEN ROKAN HULU

DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA

SMP NEGERI 3 ROKAN IV KOTO

Alamat : Desa Sikebau Jaya Kec. Rokan IV Koto

Kode Pos 28455

SURAT KETERANGAN

Nomor : 421/SMPN-3RKN/VI/2020

Berdasarkan surat Dinas Pendidikan Provinsi Riau No.071/Disdik/1.3/2020/2639 tanggal 10 Maret 2020 hal izin Riset / Penelitian.

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 3 Rokan IV Koto Kabupaten Rokan Hulu Provinsi Riau, menerangkan nama dibawah ini :

Nama	:	**HAZA JULIANI**
NIM	:	166311103
Program Studi	:	Pendidikan Bahasa Inggris
Judul	:	THE EFFECT OF BEELINGUAPP APPLICATION TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT SMPN 3 ROKAN IV KOTO

Dengan ini menerangkan bahwa nama diatas telah melakukan penelitian di SMP Negeri 3 Rokan IV Koto, Provinsi Riau.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Dibuat di	:	Sikebau Jaya
Pada Tanggal	:	18 Juni 2020

Kepala SMP Negeri 3 Rokan IV Koto

Dra. TUKIYEM HERAWATI
NIP. 19651030 200502 2 001

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
اَلْجَامِعَةُ الْاِسْلَامِيَّةُ الرِّيَوِيَّةُ

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 7 bulan September Tahun 2020 Nomor : 1436 /Kpts/2020 , maka pada hari Senin Tanggal 7 bulan September tahun 2020 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

1. Nama   : Haza Juliani
2. Nomor Pokok Mhs   : 16 631 1103
3. Program Study   : Pendidikan Bahasa Inggris
4. Judul Skripsi   : The Effect of Beelinguapp Application towards Students' Reading Comprehension on Narrative Text of Eight Grade at SMPN 3 Rokan IV Koto
5. Tanggal Ujian   : 7 September 2020
6. Tempat Ujian   : Ruang Sidang FKIP – UIR
7. Nilai Ujian Skripsi   :
8. Prediket Kelulusan   : 89.07 (A)

Keterangan Lain   : Ujian berjalan aman dan tertib

Ketua

(Miranti Eka Putri, S.Pd., M.Ed.)

Dosen Penguji :

1. Miranti Eka Putri, S.Pd., M.Ed.   (   )
2. Dra. Betty Sailun, M.Ed.   (   )
3. Marhamah, S.Pd., M.Ed.   (   )

Pekanbaru, 7 September 2020
Dekan

Dr. Hj. Sri Amnah, S.Pd., M.Si.
NIP. 1970 10071998 032002
NIDN. 0007107005
Sertifikasi : 13110100601134

UNIVERSITAS ISLAM RIAU

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau. 28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama	: HAZA JULIANI
Tempat/Tgl.Lahir	: TANJUNG MEDAN, 07 Juli 1998
NPM	: 166311103
Fakultas	: FKIP
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: S1

KODE MK	MATA KULIAH	NILAI	AM	K	KM
MKU601103	BAHASA INDONESIA *INDONESIAN LANGUAGE*	B+	3.33	2	6.66
ING631102	BASIC ENGLISH GRAMMAR *BASIC ENGLISH GRAMMAR*	B	3	3	9
ING631104	BASIC READING *BASIC READING*	A-	3.67	3	11.01
ING631105	INTERPRETATIVE LISTENING *INTERPRETATIVE LISTENING*	B	3	3	9
DPP601101	LANDASAN PENDIDIKAN *INTRODUCTION OF EDUCATION*	B+	3.33	2	6.66
MKU601101	PENDIDIKAN AGAMA ISLAM *ISLAMIC EDUCATION*	A	4	2	8
MKU601102B	PENDIDIKAN PANCASILA *PANCASILA EDUCATION*	B	3	2	6
ING631101	PRONOUNCIATION PRACTICE *PRONUNCIATION PRACTICE*	B	3	3	9
ING631103	SPEAKING FOR EVERYDAY COMMUNICATION *SPEAKING FOR EVERYDAY COMMUNICATION*	B-	2.67	3	8.01
ING631210	ACADEMIC LISTENING *ACADEMIC LISTENING*	A-	3.67	3	11.01
MKU601204	AL ISLAM 1 (FIKIH IBADAH) *AL ISLAM 1 (FIQIH IBADAH)*	B	3	2	6
PPP631201	BELAJAR DAN PEMBELAJARAN *TEACHING AND LEARNING ENGLISH*	B+	3.33	3	9.99
ING631209	EXTENSIVE READING *EXTENSIVE READING*	B	3	2	6
MKU601208	ILMU KEALAMAN *NATURAL SCIENCES*	B	3	2	6
ING631207	INTERMEDIATE GRAMMAR *INTERMEDIATE GRAMMAR*	B+	3.33	3	9.99
ING631206	PARAGRAPH WRITING *PARAGRAPH WRITING*	B	3	3	9
MKU601205	PENDIDIKAN KEWARGANEGARAAN *CITIZENSHIP*	B	3	2	6
ING631208	SPEAKING FOR GROUP ACTIVITIES *SPEAKING FOR GROUP ACTIVITIES*	A-	3.67	2	7.34
ING631211	VOCABULARY IN CONTEXT *VOCABULARY IN CONTEXT*	B	3	2	6

Code	Course	Grade	Value	Credits	Total
ING632315	ACADEMIC READING *ACADEMIC READING*	B-	2.67	3	8.01
ING632313	ADVANCED GRAMMAR *ADVANCED GRAMMAR*	A-	3.67	3	11.01
MKU602309	AL ISLAM 2 (FIKIH MU`AMALAT) *AL ISLAM 2 (FIKIH MU'AMALAT)*	B-	2.67	2	5.34
ING632417	ENGLISH PHONETICS AND PHONOLOGY *ENGLISH PHONETICS AND PHONOLOGY*	B	3	2	6
ING632312	ESSAY WRITTING *ESSAY WRITTING*	B+	3.33	3	9.99
ING632316	INTRODUCTION TO JOURNALISM *INTRODUCTION TO JOURNALISM*	A-	3.67	2	7.34
ING632316	INTRODUCTION TO LINGUISTICS *INTRODUCTION TO LINGUISTICS*	B+	3.33	2	6.66
DPP602302	KURIKULUM DAN PEMBELAJARAN *CURRICULUM AND LEARNING*	A	4	2	8
ING632334	SECOND LANGUAGE ACQUISTION *SECOND LANGUAGE ACQUISTION*	B-	2.67	2	5.34
ING632314	SPEAKING FOR FORMAL SETTING *SPEAKING FOR FORMAL SETTING*	B	3	3	9
ING632418	ACADEMIC WRITING *ACADEMIC WRITING*	A-	3.67	3	11.01
MKU602410	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) *AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)*	C	2	2	4
ING633522	ASSESMENT IN ENGLISH LANGUAGE TEACHING *ASSESMENT IN ENGLISH LANGUAGE TEACHING*	A-	3.67	2	7.34
ING633540	BUSINESS CORRESPONDENCE *BUSINESS CORRESPONDENCE*	A	4	2	8
ING632420	CROSS CULTURAL UNDERSTANDING *CROSS CULTURAL UNDERSTANDING*	B+	3.33	2	6.66
ING632419	ENGLISH MORPHOLOGY *ENGLISH MORPHOLOGY*	B+	3.33	2	6.66
ING632421	ENGLISH SYNTAX *ENGLISH SYNTAX*	B-	2.67	2	5.34
DPP602305	ETIKA DAN PROFESI PENDIDIKAN *ETIC AND EDUCATIONAL PROFESSION*	A	4	2	8
ING632337	NEWS AND REPORT WRITING *NEWS AND REPORT WRITING*	B+	3.33	2	6.66
DPP602304	PENGELOLAAN PENDIDIKAN *MANAGEMENT OF EDUCATION*	A-	3.67	2	7.34
DPP602303	PSIKOLOGI PENDIDIKAN *EDUCATIONAL PSYCHOLOGY*	B+	3.33	2	6.66
ING633526	DISCOURSE ANALYSIS *DISCOURSE ANALYSIS*	B	3	2	6
ING632341	EDITING *EDITING*	A-	3.67	2	7.34
ING633524	ENGL.FOR YOUNG LEARNERS *ENGL.FOR YOUNG LEARNERS*	A	4	2	8
ING633544	ENGLISH FOR OFFICE *ENGLISH FOR OFFICE*	B+	3.33	2	6.66
PPP632404	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG *EVALUATION AND LEARNING ACHIEVEMENT*	B-	2.67	3	8.01
MKU603511	FILSAFAT PENDIDIKAN ISLAM *PHILOSOPHY OF ISLAMIC EDUCATION*	A-	3.67	2	7.34

ING633523	INTRODUCTION TO LITERATURE *INTRODUCTION TO LITERATURE*	B+	3.33	2	6.66
ING633627	LINGUISTICS AND LITERARY RESEARCH *LINGUISTICS AND LITERARY RESEARCH*	A-	3.67	2	7.34
PPP632402	MEDIA PEMB. DAN TIK PEND. BHS. INGG *TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION*	A-	3.67	2	7.34
INGN23109	SEMANTICS *SEMANTICS*	B	3	2	6
PPP632503	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG *STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH*	A-	3.67	3	11.01
DPP603607	BIMBINGAN DAN KONSELING *GUIDANCE AND COUNSELING*	A-	3.75	2	7.5
ING633629	ENGLISH FOR SPECIFIC PURPOSE *ENGLISH FOR SPECIFIC PURPOSE*	A-	3.75	2	7.5
PPF603601	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN *ENTREPRENEURSHIP EDUCATION*	A-	3.75	2	7.5
PPP633605	PENELITIAN PENDIDIKAN BAHASA INGGRIS *RESEARCH ON LANGUAGE TEACHING*	B	3	3	9
ING633630	PSYCHOLINGUISTICS *PSYCHOLINGUISTICS*	A	4	2	8
ING633632	SOCIOLINGNISTICS *SOCIOLINGUISTICS*	A	4	2	8
DPP603606	STATISTIK PENDIDIKAN *EDUCATIONAL STATISTICS*	C	2	3	6
ING633628	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) *TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)*	A-	3.75	2	7.5
PPP622406	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS *THEORY AND PRACTICE MICRO TEACHING OF EDUCATION*	B+	3.5	3	10.5
ING633631	TRANSLATION *TRANSLATION*	B	3	3	9
PPF604702	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) *EDUCATION FIELD AND PRACTICE*	A	4	4	16
PPP622707	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS *SEMINAR OF ENGLISH EDUCATION*	A-	3.75	2	7.5
PPF604803	THESIS *THESIS*	A	4	6	24
		Jumlah		154	514.73
		IPK		3.34	

Pekanbaru, 03 November 2020

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The researcher

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ABSTRACT

Haza Juliani, 2020. The Effect Of Beelinguapp Application Toward Students' Reading Comprehension using KWL Strategy On Narrative Text of Eighth Grade At Smpn 3 Rokan IV Koto. Thesis

***Keywords**:Reading Comprehension, Beelinguapp Application, KWL Strategy, Narrative Text*

The objective of research to know the effect using Beelinguapp application toward students' reading comprehension on narrative text by using KWL strategy and Beelinguapp application to find out how the application to improve the students' reading comprehension at the second grade of SMPN 3 Rokan IV Koto. Because the method taught by the English teacher in learning is no longer suitable in today's millennial era.

The research was done in experiments research. The technique to analyze the data was formulas from SPSS version 24. This study is generally attempted to find the effect of using KWL strategy an Beelinguapp apllication on students' reading comprehension for the second grade students at SMP N 3 Rokan IV Koto academic year 2019/2020. To know whether this technique have effect or not, the writer used pre-experimental study applied in VIII class have 29 students. The study had been done in five meetings that were designed; first meeting was for pre-test, 3 meetings were for treatments, and the last meeting was for post-test. As the quantitative method, the writer analyzed the data by using t-test.

The result of the use of Beelinguapp application media and used KWL strategies shows that effective for solving the reading comprehension problem. After calculating the data, it found that there is significant effect between students achievment in reading comprehension taught within and without BeelinguappApplication proved by finding the score of Sig. (2- tailed)= 0.00. Furthemore, there are any two hypothesis: Ho (Null Hypothesis) tailed) There is no significant effect by using Beelinguapp toward reading comprehension at eight grade of SMPN 3 Rokan IV Koto. Ha (Alternative Hypothesis) means There is positive significant effect by using Beelinguapp toward reading comprehension at eight grade of SMPN 3 Rokan IV Koto. For decision, If Sig (2-tailed) < 0,05 null hypcthesis will be accepted and alternative bypotbesis will be rejected. In other hand, If Sig (2-tailed)> 0.05 alternative bypeshesis will be accepted and null hypothesis will be rejected. The finding shows Sig.(2-tailed) shows sig.(2-tailed) = 0.00. it made the null hypothesis is rejected and alternative hypothesis is accepted which may be concluded that there is a positive effect toward reading comprehension at eight grade of SMPN 3 Rokan IV Koto after using kwl strategy and beelinguapp application in their leaming process in their learning process.

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

In the current era, the 4.0 technological revolutions are dominating throughout the world. Over time technology is developing so rapidly in the world virtual, in the form of human, machine and data connectivity, all already in everywhere. As generation in the current era, they cannot live without technology because with this technology they can have knowledge or perhaps follow the new technology to make them more confident to go into socialization. Many generations nowadays, that only applies technology is used as tools to carry out their activities, chat and so on to entertain them. In addition, the technological revolution also has a good impact on their lives if used properly.

Many technologies 4.0 can help and support students in improving their knowledge and skills in the world of education. The era of the industrial revolution 4.0 also changed the perspective of education. Changes made are not just ways of teaching, but are far more essential, namely changes in the way of viewing the concept of education itself. Technology 4.0 is not only to improve the ability of students, but teachers can also improve their skills in conveying knowledge and teaching materials by utilizing technology as a medium in teaching is the right way to eliminate the negative views of the technological revolution. Media is one of the important things to support teaching and learning activities, especially in language classes.

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Reading is activity of understanding the contents, ideas or ideas both expressed and implied in the reading material. Reading is one of four language skills that have to master by students in learning English in order to get the information from the English paragraph. Reading has a very important role of learning English, because reading can allow students to expand knowledge, develop imagination in describing something and reading can also enrich their vocabulary. Reading is not only as a part of language skill that can add knowledge and experience, but also it is a basic that someone must have, because reading is a habit that brings many benefits other than just being a means of entertainment, by reading our language mastery will get better and of course our knowledge will increase. If someone does not have an interest in reading it will have a negative impact on themselves, for example lack of self quality, missed information and difficult to develop themselves, insights and knowledge will not increase, someone who lacks insight can be easily provoked, easy to believe in harmful issues , or easily exploited and harmed by others.

Reading cannot be separated from comprehension. Because in reading we are not only translating text into sounds or spoken words, but we also have to know the meaning of the text we read, through comprehension. Reading comprehension is the ability to process text and understand the contents of text. Without comprehending, reader especially students will not understand and not receive the message, information or meaning from reading materials. Both reading and comprehension are essential if students want to be able to understand a text,

but the reading must come first, because students cannot understand a text if they cannot identify the written words first.

Teaching students to read is not an easy thing. In teaching reading, the teacher's responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class. In teaching reading, teacher must prepare interesting teaching methods of reading to make students more enjoy and fun as long as they learning reading.

Now, there are many media in teaching and learning for supporting the effectiveness of study like audial, visual, projected still, projected motion. But, media aren't as determines of success the learning and teaching process. The goals of study is depend on content, how to explain the content and characteristic of acceptance the content. So in teaching process the teacher could apply the media can make the students enjoy and understand in teaching reading. Especially in this era, many students can use their smartphone so from there we can take advantage of this opportunity to make students use their smartphone well.

There are many technologies in learning and teaching for students who can used to resolve the above problem. One of them is beelinguapp. Beelinguapp is a complex but coherent teaching technology for teaching students in students' reading comprehension flexibly and interactively because this Beelinguapp not only provides novels or other stories but also makes students enjoy reading more by listening to music in the application. This media can also improve the pronunciation of students in reading a text. When students are lazy to read by book and difficult in pronunciation this media can facilitate these students.

To increase the students' reading comprehension, it needs appropriate technique and strategy helping them as solution for their problems. By using a strategy in comprehending a text, it can make the teaching learning process more effective and make the students more active. A strategy can be defined as a mental plan of action designed to achieve a specific purpose.' Without a good strategy in teaching learning process it will give bad effect for the students especially in learning the material. The strategy helps to improve reading comprehension as well as efficiently in reading. By using a strategy, students will be reading in the way that expert readers do and strategies also can help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text. In reading, there are many strategies that can be used to teach reading comprehension one of them is using Know-Want to Know-Learned KWL strategy. By this strategy, students activate their own personal background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information

gained. Each of these tasks supports their skill as they prepare to read, as they read, and after they read

Therefore, the writer is interested in conducting a research entitled **"The Effect of Beelinguapp Toward Students' Reading Comprehension using KWL Strategy on Narrative Text of Eight Grade at SMPN 3 Rokan IV Koto".**

1.2   Identification of the Problem

Narrative text is a type of text that aims to tell a story that has a series of chronological events from a previous story or a connected story. Narrative texts also aim to entertain the reader. In the narrative text the author will describe his events in detail from time to time and arranged as good and as coherent as possible. The aim is for the reader to understand the story being read, and also in the narrative text has a coda which is the message the writer wants to convey to the reader. Where in this text the story told by the author there are messages and events that can be taken wisdom by the reader

In narrative text there are some generic structures. They are: Orientation, Complication, Resolution and Re-orientation. Orientation: Sets the scene and introduces the participants. In this part the author introduces who is the participant in a story, when and where the story occur. Complication that describes events that leads to problems. In this part where problems will occur between the characters in a story told by the author. Resolution that describes how and why the crisis can resolve, for the better or for worse. Re-orientation is the closing part of an optional story. Re-orientation can contain moral lessons, suggestions or teachings from the author.

Before get a data the researcher observation at school especially the eighth grade student of SMPN 3 Rokan IV Koto, and the writer found that many students problems in learning reading of narrative text.

Firstly, some of the students are still difficult to find main idea of the text in narrative text. It make the students difficult understand about the text

Secondly, some of the students difficult to find get information that the writer informs to the reader and it makes the students could not comprehend text well.

Third, students still difficulties to guessing vocabulary in context. They still only focuses read the text. Students are not too got the meaning of the text they read.

Fourth, Students have still difficult to making reference in replace the word of the text. This is the major of English problem in teaching reading text about narrative text.

Fifth, some of the students still difficult to find the identifying reference in match a sentence they have read before.

Based on the problem, to overcome the researcher wants to apply the Beelinguapp application using KWL Strategy to find out how it affects students' reading comprehension. The researchers hope that there is a positive impact that this strategy will awaken students' abilities and understanding in learning.

1.3   Focus of the Problem

Based on the identification of the problem the researcher want to apply the Beelinguapp Application Toward students' reading comprehension using KWL

Strategy on narrative text of eighth grade at SMPN 3 Rokan IV Koto. And kinds of narrative text that used only fable stories.

1.4   Research Questions

Is there any significant effect of Beelinguapp toward students' reading comprehension text using KWL Strategy on narrative text?

1.5   Objective of the Research

To find out the effect of Beelinguapp toward students' reading comprehension text using KWL Strategy on narrative text.

1.6   Significant of the Research

The finding of this study is expected to bring benefits for the teacher and the students to the followings:

1. The students

    By using beelinguapp media in teaching reading, it is hoped that the students' skills in reading can be improved that they can be more understand and can express their feelings as free as possible.

2. The Teacher

    It is useful for English teachers to improve their teaching process and English teacher will be more creative used the media in teaching reading comprehension. This research is expected to help her to find out the good technique for teaching reading.

3. The Readers

It may give some information to the readers about new technology can used to improve in reading comprehension.

4. The Writer

She will get additional experience and knowledge for the future.

1.7 Definition of the Key Terms

a. **Effect** is a change that something causes in something. Hornby in Rise Novita (2015:7). It is means that absolute strategies improve their reading comprehension ability by using the media.

b. **Beelinguapp** is a mobile digital book application that has audio and the ability to hear and read texts. Matthew (2019)

c. **Reading comprehension** as involves specific thought processes. And greater awareness of the relationship between cognitive processes and reading skills which can help students apply skills when they are reading (Beatrice S. Mikulecky/Linda Jefrriess, 1996:1). In this research, reading comprehension is the capability of the second year students' of SMPN 3 Rokan IV Koto in comprehending the reading text.

d. **K-W-L Strategy** enables students to explore what they know, what they want to know, and what they learn about a topic. (Kusumaningrum, I/ Widianto, M, W, 2018: 88)

e.   **SMPN 3** Rokan IV Koto is one of the junior high school that located in Rokan IV Koto, Rokan Hulu. In this study, the place where took the sample of the research.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Beelinguapp Application

(Asyhar, 2011: 7) said that Learning is anything that can bring information and knowledge in interactions that occur between educators and students. In this era learning media has an important role to convey learning messages that help students in developing teaching and learning processes.

According to Miarso (2011:140) said that learning technology is theory and practice in the design, development, utilization, management, and assessment of processes and resources for learning. So, using technology, researcher hope students will more easily understand what they are reading.

Beelinguapp is a technology that has interesting features for students to increase their will in reading. Beelinguapp is a mobile application used for language learning. This application works by showing texts to users in two languages simultaneously, this application also functions as an audio book. So the user can listen to the recorded voice while reading the text while at the same time the karaoke style animation moves through the text that is already available in this application.

2.1.1.1 Concept of Beelingual Application

The creator of Beelinguapp is David Montiel in September 2016. He had difficulty reading texts and listening to audio books in German. When confronted with a word that he still does not know, he realized that it was too much trouble to look for the words in the dictionary and find out which definition was more suitable in the text.

According to Pavlenko et al (2019) Beelinguapp is a mobile app, allowing users to learn English language by listening to audiobooks. Aside from training listening skills, audio books require continuous engagement. Narrated by the native speakers, audiobooks help users expand their vocabulary and the knowledge of common phrases as well as improve their reading skills.

So, from the explanation about Beelinguapp we can concluded that Beelinguappn application can using the students can find material that suits their interests and level of expertise, whether it is beginner, intermediate, or advanced. Interest categories consist of Science and Technology, Short Stories and Novels, Culture, Popular Stories, Children's Stories, and Travel. This application is well designed and professional. This application can also save text that has been read. When viewing My Stories, there is a progress bar on each title card that shows how many readings you have completed. As you read, you can also play audio recordings from text line by line or continuously for students improving the pronunciations. Therefore Beelinguapp is an excellent language learning application, with technological developments in the current era.

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2.1.1.2 Purposes of Beelingual Application

The purpose of Beelinguapp application has Language Learning to read text aloud and in this application students can also choose the language of choice they want to learn. Children can choose from 14 languages, each of which can be set to "language to learn" or native language. The texts are not made specifically for children, and there are some stories that have more mature content such as stories about people going to war or articles about drug destroyers and using weapons in public spaces.

Beelinguapp also shows you some suggested content to start with, a title above the title card, and a brief description when you tap it. There is even a line at the bottom of the description that tells you how many paragraphs to include.

Besides that in this application there is also a collection of songs, although the songs contained there in are only songs in English or Spanish. Therefore, the Beelinguapp application is Language Learning which relies on users reading in their native language and makes the fun part is finding things to read.

2.1.1.3 Characteristics of Beelinguapp Application

Beelinguapp has foreign language learning that can be learned and understood. Beelinguapp gives you the ability to read anything, from stories to novels, in the language you want to learn. Read in your new language and your mother tongue side by side, or Karaoke, where you listen to native speakers and repeat. And also in the application of steam we can repeat words that we do not know and look for the meaning of the word.

2.1.1.4 Components of Beelinguapp Application

There are several components of Beelinguapp applications:

a. Library

Figure 2.1 Beelinguapp library

In this section, the readers can choose a story that they want to read, the story's like novel, fable, short story etc. this part the readers can change the category, level and language they wants to learn.

b. News

Figure 2.1 Beelinguapp news

In this part, the readers can read the latest news of what is happening in the world and can also add to our knowledge.

c. Music

Figure 2.3 Beelinguapp music

In this section, the readers can listen song when they bored read the story. This part also makes the reader enjoy when they read.

d. My Stories

Figure 2.4 Beelinguapp stories

In this part, the readers can save the stories that have been searched in the search section and they can read whenever and wherever they want.

e. Setting
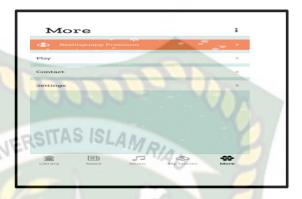
Figure 2.5 Beelinguapp setting

In this section, you can set about anything you want change and
in this part you also can log out your account.

2.1.1.5 Procedures of Beelinguapp Application

The procedures to using the Beelinguapp application in teaching and
learning:

a. Open Beelinguapp application

b. choose the language that you want to learn

c. After that you can see many features in the beelinguapp application.

d. Next when you want to read the story or news, you can click the menu
   bar of the screen.

e. And then if you already open the menu bar of library you can choose
   the story that you want to read.

f. The last in beelinguapp application you can change the text of story and
   also you can improve your pronunciation.

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2.1.1.6 Features on Beelinguapp Application

a. Symbol

    In Beelinguapp application symbols are something that is usually a visible sign to replace the desired object.   There are several symbols contained in the Beelinguap application, they are: Bee pictures, Libraries, News, Music, Settings.

b. Log In

    If want to open the Beelinguapp application we must log in first by registering or using a Facebook account that we already have. After that Beelinguapp application will automatically enter and we will be able to choose what we want to read.

c.   News

     There is also news, that if we want to know what is happening right now and this feature have updated story and we can learn for increase our knowledge.

d. Edit Story

     In this feature we can change the size of the text, speed and light to our liking from the text being read.

e. Music

    In music symbol students can listen to the music available in the application by choosing the language we want to learn.

f. Switch Animation

In this part you can see the many animation of the story that you want to read

2.1.1.7 Web on Beelinguapp Application

To find the Beelinguapp application you can use your smarthphone because the Beelinguapp application can't be found on the web. In smarthphone we can search the play store or app store for iOS and after that write Beelinguap in the search and click My Apps button in the emulator Search for: Beelinguapp and you will see search result for Beelinguapp app just install it and login with your Google account to download apps from Google Play. After login, installation process will start for Beelinguapp depending on your internet connection.

2.1.2 Reading Comprehension

2.1.2.1 Concept of Reading Comprehension

Reading is an important skill to be mastered for English learners. In educational environment, reading is the object of attention of language teachers. Reading is a model of languages, reading texts provide opportunities to study language, such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraph and text.

Suhana and Haryudin (2017:58) Reading is one of the most important activities in human life. By reading, people can get a lot of information and they can also get lots of knowledge that enrich their mind in this globalization era. Reading ability seems to be important acquired by everyone.

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According to Hornby (1974) in Fahli et al (2015) comprehension is an excessive aimed at improving or testing one's understandings of a language whether written or spoken.

Woolley (2011:15) Reading Comprehension is the process of making meaning from text. Reading without comprehension is not reading at all. In reading we need understanding in order we know what in the text tell about and processing information contained in the text. Comprehension includes recognizing and understanding a main idea and related details. Comprehending means thinking, it means that when the reader read a text, they should understand the main idea and meaning of the text to get some information.

According to Papatga and Ersoy (2016) Reading comprehension is among the basic skills that should be taught to children in the first years of elementary school. If they can acquire reading comprehension skills, they can be successful in both school courses and life.

Catherine in Hikmah (2013) Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Besides that, Khoiriyah, (2010:1) said that Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in

terms of their experiential background, and interpret it in relation to their own needs and purposes.

Thompson (1978) Reading comprehension seems to involve language, motivation, perception, concept development, the whole of experience itself. It means that reading comprehension involves several aspects to be better in development of a concept that you want to understand.

Nunan (2003) in (Nurul Latifa and Abdul Manan, 2018:247) adds that reading comprehension is a process of constructing meaning by integrating the information from the text and readers' background knowledge. Background knowledge helps the reader to comprehend the text easily. So, that means above is reading comprehension can help makes it easy for you to understand the text you are reading. While, according to Defrioka (2014) said that Reading comprehension is also an interactive process between the reader and the text.

Meanwhile, Israel (2017:167) in defining reading comprehension as the construction of meaning from text, there is corresponding to make clear its component term. Reading comprehension is the process in which the readers construct the meaning from the text. In comprehension reading requires concepts in order you can interpret text easily.

Suhermanto (2019) Reading comprehension is the core of the reading activity. By having comprehension, students are able to make sense what the texts tell about.

Based on the opinion, the researcher concluded that the measurement of reading comprehension above can be the guidance for the teacher who wants to assess the reading comprehension of the students.

2.1.2.2 Purposes of Reading Comprehension

In general there are four types of reading, and thus four purposes of reading (Clarke and Siberstein, 1979; Greenwood, 1981; Grellet, 1987) in Maria (2015) although the writers have slightly diverse terminologies, they are:

a.   To get general ideas from writers

b.   Find facts or get certain information

c.   For gain a comprehensive understanding of reading text with details

d.   To evaluating information and determining whether or not a match is suitable with a person's belief system.

Davies in Alshammari (2015:2) lists five purposes for reading:

a.   Reading for pleasure. It is reading for enjoyment which may vary in to follow our favorite‟ sport, comics, article, fairy tale and movie program.

b.   Reading for general impression. It gain an idea of the writer's viewpoint, gain overall impression of the text, and to decide whether or not to read the text

c.   Reading to organize a text and for study purposes. To identify the important content a text, to answer specific question, and to decide which section of a text to start studying.

d.   Reading to learn content or procedures. To gain an understanding of new concepts, learn certain facts for text, and to follow instruction.

e. Reading for language learning. By reading in learning language the reader can get much experience. For example, learn new vocabulary, can identify useful structures or collocations and can also practice pronunciation.

2.1.2.3 Components of Reading Comprehension

According to King and Stanly in Khasanah (2016:9) a five of reading comprehension, they are:

a. Finding main idea

The main idea of a paragraph is one the important things in reading skills to master the text we read. The main idea can also be stated as the amount of information in the paragraph and the linking information in the next paragraph.

b. Finding Factual Information

This section is a question that asks you to recognize information that is explicitly stated in the text you are reading. This can include facts such as main ideas, supporting details, or definitions. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc. in which of the answer can be found in the text.

c. Guessing vocabulary in context

It means if we expose words in a meaningful context it will help us to clarify the meaning contained in the text that we read. And thus can

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easily be added to their new vocabulary which this type of vocabulary mastery is very effective for new readers.

d.   Identifying Reference

Reference words are point to other words or concepts that have already appeared in the text or are about to appear in the text. Reference words are important because they will strengthen the relationship between various elements of the text and clarify the development of ideas and will help the students to understand the reading text

e.   Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

2.1.2.4 Kinds of Reading Comprehension

According to Brown (1989) there are four kinds of reading can be outlined as follows

a.   Intensive reading is grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

b.   Extensive reading is carried out to achieve a general understanding of a text.

c.   Scanning is a quick reading, but you are focusing on locating specific information.

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d. Skimming is a quick reading to get knows the general meaning of a passage how the passage is organized to get an idea of the intention of the writer.

2.1.2.5 Teaching Reading

Teaching reading is a very important skill because this is the stage where students' knowledge begins to increase. The selection of reading material must be authentic. Understanding, or exploring the meaning of what is read by students, is the ultimate goal of reading. How the teacher can make his teaching reading effective, Patel in Rise Novita (2015:12).

a) Teachers must motivate students so that students are more enthusiastic in learning to read and teachers should first explain the topic to students. And also the teacher should allow the students to read the text first.

b) The teacher should monitor students while reading and not allow students to grumble while reading.

c) The teacher must choose interesting and effective subject matter, according to the reading material developed for it.

d) Know and understand the desires of students to make it easier to learn better comprehension and understanding.

Teaching reading well is one of the important parts that must be mastered by a teacher and in the curriculum stated in Indonesia teaches reading not only for elementary schools, junior high schools, senior high schools, but also for students and adults. The purpose of teaching reading is to develop students' abilities, so they can read and understand English texts effectively and efficiently.

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According to According to Brown in Muslaini (2017, p. 71), there are some strategies of reading comprehension:

1) The teacher needs to identify the purpose of reading in advance. That matter it is important for a teacher to have clear objectives in selecting the book to be studied from the reading list, then after he or she has chosen a book, to choose the best chapter and section. Choosing clear objectives for reading also helps students to find passages of text that are most useful to their needs and to ignore those passages that will not help them. The purpose of understanding in reading something so that we know what we are looking for. Efficient reading consists of identifying a reading and getting rid of potentially distracting information

2) Make sure there are charts and pictures to help beginners with decoding and comprehension (for entry-level learners). The point is that a teacher must be more creative in making students more attractive in reading.

The teacher must use his knowledge to plan effective reading lessons and to choose and use teaching materials with goals, thoughts, and reflections; to monitor the progress of each student. So, reading lessons require teachers to prepare well because their role involves education which will positively affect the lives of children and adolescents. Education involves more than just training teachers to use certain approaches, methods and materials.

2.1.2.6 Teaching Reading using Application

According to Judson in Fall (2014) Dewey also suggests that students learn best through the use of the present children get involved with technology at an early age. So by using technology in the current era students will be easier and happier in using smartphones, digital computers, video games, and Internet.

McKnight's et al (2007) study explores the effects technology may have on reading comprehension, motivation and fluency through the use of three types of media; CD-Rom, electronic text and traditional text

So, using the Beelinguapp application is learning that can make students want to study well and actively in the present era, especially in reading comprehension, as we know that many students are lazy to read, especially from books. Therefore, this application can help with this than students using their smartphones just to play. This application is easy to use in learning, namely students can learn vocabulary too and not only that the Beelinguapp application can also make children happy in reading because there are features - interesting features in it

2.1.2.7 . **Review on KWL Technique**

a. Definition of KWL Technique

According to Ogle (1986:99), KWL technique is one of teaching and learning technique used mainly for information text. KWL is technique that helps students to collect everything they know about the topic to be read before they come in to the reading assignment.

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According Shelly (1997:234), asserts that the KWL technique, designed in a three-column format requires students. First, to list what they already know about a topic (calling attention to prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and 73 third, after reading and discussion, to list what they learned and would still like to learn.

According by Ros & Vaughn (2002:179), KWL Technique consists of three basic stages. They are K stage, W stage, and L stage. In the K stage: What I know, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: What I want to know, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage: What I learn.

According to Westwood in Rusmiati (2017:3) KWL can be activated prior knowledge of students, in the K column the students and teacher together brainstorm and write down all they know about the topic.

KWL strategy is one active reading, it is prepares students to make predictions about what they will be reading, as well as engaging them with students, each students and teacher of the content of the topic Hassard in Rusmiati (2017:4).

Meanwhile Youniss in Maulida, Intan and Gani, Sofyan (2016) explained that KWL strategy helps the students become good readers by getting them to do many things that good readers do.

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From the opinion above, we can conclude that by using the KWL strategy students want to know more about what they are learning. And also with this strategy the researcher that reasons for using KWL technique as prior knowledge of the topic by asking students what they know about the topic can carry out his research because using smartphone media in learning will not be effective and be a good reader.

b. Purposes and Reason for Using (KWL)

Technique KWL technique serves several purposes to elicit prior knowledge of the topic, to set a purpose for reading, to monitor comprehension, to assess comprehension of the text and expand ideas beyond the text. In addition, KWL technique can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

According to Ogle (1987:22), KWL initiates active engagement in the reading/learning task. The technique creates an instructional framework where students list. They are:

1) what they know

2) what they want to find out,

3) Record what they have learned or still want to learn.

4) This activity can be used individually, in small groups, and with whole class activities.

Based on the definition above, it can be concluded that the purpose used KWL Technique is to help students so that they are active in do task. KWL Technique is used students know what the contents of the text, what they want to

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find, and they know what is learned. In addition this technique also makes students focus attentation to what is read.

There are many reasons for using KWL technique in the classroom, (Al-Taie, 2010:282):

1) KWL technique activates students' prior knowledge of the topic by asking students what they know about the topic, and this step operates students' thinking and restores their experiences about the topic.

2) KWL technique provides opportunity for students to participate and engage in the topic by asking them what they want to know.

3) This step is very important because it allows the students to expand their knowledge and know their needs and interests; in addition, the teacher has a clear picture about his/her students to prepare lesson plan that they enjoy.

Based on the definition above, it can be concluded that reasons for using KWL technique as prior knowledge of the topic by asking students what they know about the topic.

c. **Characteristics KWL Technique**

According to Ogle & Vaughn (2002: 179), KWL Technique has characteristics that are different from other instructional reading. They are: 1) Using charts In the implementation of KWL Technique, the use of chart is important. The chart used in this technique is known as KWL chart.

KWL chart consists of three columns. They are What I Know (K) column, What I want to Know (W) column, and What I learn (L) column. The chart presents a before-during-after technique that must be completed by the students

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during the thinking-reading process. The first sections of the chart are to be filled out prior to the lesson while the last column is to be filled out after the lesson. KWL chart helps students to be active thinkers while they read, gives them specific things to look for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process. 2) Involving three basic stages KWL technique is consists of three basic they are K stage, W stage, and L stage. In the K stage: What I know, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: What I want to know, students determine what they want to know by making questions related to the topic, and finally recall what they learn in the L stage: What I learn. 3) Combining the use of techniques KWL technique involves a variety of techniques to help students make meaning from a text. There are at least three techniques used. They are activating prior knowledge, setting purpose of reading, and monitoring. 4) Using interactive processing The use of KWL technique can assist the teacher in teaching reading using an interactive model of reading. An interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. An interactive model emphasizes the role of prior knowledge or pre-existing knowledge in providing the readers with implicit information in the text. In the implementation KWL technique, activating the students' prior knowledge is the most important stage. 73 Based on the definition above, characteristics KWL Technique is using chart as a learning media, the chart are to

be filled out prior to the lesson while the last column is to be filled out after the lesson. In the column consisted three basic stage they are K stage: What I know, W stage: What I want to know, L stage: What I learn.

d. The Procedure of KWL Technique

According to Ogle (1986:565), the procedure of KWL have three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading. There are the procedures of KWL technique:

1) Researcher needs to create a KWL chart to guide the students. This can be done on large chart or on the chalkboard. It is very simply, just divide the space into three columns and label them "Know", "Want to Know", "Learned". In this step, the researcher takes a role as an organizer as well as the controller. The researcher explains what the students will do in every column and give information needed to make sure that the students understand the activity.

2) After making the chart, the researcher gives the students the topic and asks the students what they know about it. Generate as many ideas as possible relying on the students' prior knowledge. Record all the ideas in the first column. This is a brainstorming activity, which is considered as a great way to begin a reading lesson because it engages all the students, including the silent ones who may not be talking but in listening to their peers. The researcher should also provide some words or terms to help if they can't find ones related to the topic given.

3) On the "K" column is complete with all possible ideas, the researcher together with the students categorizes the information. This step will help the students to

structure the content for the next step that is formulating questions to be investigated that bring more meaning and clarify to the topic.

4) Researcher asks the students to write down things they want to know about the topics or generating questions they want to answer as they read the text. These questions they want to answer as they read the text. These questions become the basis for "W" (what students want to learn). Questions may be developed from information gleaned in the preceding discussion and from thinking of the major categories of anticipated information. This process helps the students define their purpose independently for reading.

5) After filling the column, the students are asked to share and discuss their ideas. This is an excellent opportunity to model and show the students the value of inquiry. It is possible that the students do not know what they should ask or what they want to know. To anticipate this condition, the researcher should also provide some questions to guide the students. Doing the K and W column, the researcher takes a role a source. This role is important in these steps because the researcher's questions and information actually will also lead the students to understand what is discussed in the text that they are about to read.

6) The researcher asks the students to look for the answers of the questions in their W column while they are reading. Students can fill out their "L" columns either during or after reading. As they read, students should note new information in L column. This will help them select important information from each paragraph and it provides a basis for future reference and review. After filling the column, the researcher will help and guide students to classify the information into classes.

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The first one is information needed to answer the question from "W" column and the second one is new information found in every paragraph. In this step, the researcher's role is more as a participant.

7) Students discuss what they have learned from the passage. Questions develop before and during the reading should be reviews to determine how they were solved. If some questions have not been answers, students can be guided to seek further information in appropriate materials. In this step, the researcher will be an assessor who gives feedbacks and do some corrections so that the students will get better understanding about the text.

e. Advantages of Using KWL Technique

According to Cardenas (2009:38), KWL technique has some advantages that can help the students understand the text, there are:

a) Helping the students to check prior knowledge The use of KWL Technique in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will use their brains to join the old knowledge with the new information from the text. Learners who start making connection about what they already know can create meaning of the text more easily.

b) Building the students' interest in reading the second benefit of the use of KWL Technique is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the

topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text.

c) Providing a chance for the students to assess what they have learned The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column namely What I Learned column, the students record the information they get from the text. Here, the students can assess their own thinking.

2.1.3   Narrative Text

2.1.3.1 Concept of Narrative Text

a. Definition of Narrative Text

According to M.Syafi'i (2014) a narrative text is a text telling the readers about a true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event.

2.1.3.2 Purposes of Narrative Text

According to Anderson and Anderson, (1997) in Indriati (2015) Narrative is a piece of text that tells a story and has purposes to entertain or inform the reader or listener. It means that the narrative give inform to reader when they read this text. However narratives can also be written to teach or inform, to change attitudes / social opinions and television dramas that are used to raise topical issues.

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According to Sudarwati and Grace, (2006) in Reyhan (2012) narratives has the purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.

2.1.3.3 Characteristics of Narrative Text

Suherman (2015) state the language features of narrative text are:

a. Focus on specific and usually individualized participants,

b. Use of action verbs (material processes): processes of material doing.

c. Use of past tense

d. Use of mental processes

e. Use time connectives and conjunctions (then, when, suddenly, after, finally, etc).

f. Saying verbs that remark expression and mind (said, told, promised, felt, thought, etc).

g. Having feelings, perceiving or thinking

h. Use of relational processes

i. Use of adverbs of time (once, once upon a time, formerly, in the former time, long time ago, etc).

2.1.3.4 Generic Structure on Narrative Text

According to Sulistyo (2013) the generic structure is divided into five elements, they are:

a. Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students.

b. Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

c. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem

d. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. It means that gives you more explanation in order to make the story clear and understandable.

e. Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied.

2.1.4 Text in Beelinguapp Application

In this application there are also several reading options including short stories, famous folklore, teaching texts, simple conversations, and news articles. And then the stories in this application like fable, short stories and novel, popular stories, science and technology, culture, children stories and etc.

2.2   Relevance Studies

According to Nichd in Ihsan (2010: 140-141) Computer technology has a role to play in the remediation of children with reading problems and successes in

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reading instruction such as motivation, personal instruction, and interaction. First, all the studies report positive results, suggesting that it is possible to use computer technology for reading instruction. Second, new computers have many multimedia presentation functions and research is needed on the use of multimedia presentations in reading instruction. Third, computer-presented text indicates that this may be a promising use of technology in reading instruction. Fourth, use of computer technology to assist reading is a relatively new field, the number of studies published in this area is small and many questions remain unanswered.

According to Alshumaimeri et al (2012: 295) using WebQuests in reading comprehension expose students to several online resources and require them to gather information about a specific topic. And also Using WebQuest gives students the opportunity to be exposed to many resources while they are in the classroom. Teachers and students do, however, need to be trained in order to use WebQuests more effectively.

From the research above, there are several differences; it can be seen from the media and its applications. the media in the first lesson is the computer used for the learning process and all readers. The media in the second study was a webquest, namely expose students to several online resources and require them to gather information about a specific topic to explore how current technological reforms affect students.

Continuing the related studies that have been mentioned so far, the researchers concluded that the application of media technology in reading

comprehension is an effective technique to increase students' willingness to read. This study supports the idea of knowing the effect of the Beelinguapp application on teaching reading narrative text for the second grade students of SMPN 3 Rokan IV Koto. It is hoped that this research will follow the success of previous related studies.

2.3 Conceptual Framework

According to Camp in Adom (2018) a conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied. So, in this study the researcher make the conceptual framework of the effect beelinguapp application in reading comprehension of narrative text.

Reading is one of the language skills students must master and involves various types of texts. Skill or ability can get information from text. Thus, teaching and learning to read in schools must be prepared and managed carefully. However, there are some reading problems in class VIII at SMPN 3 Rokan IV Koto.

The grade VIII students at SMPN 3 Rokan IV Koto, have difficulties to get information from the text they read and bored when they read by book. It can be detected from their difficulty in generating the main idea and identifying detail information of reading. The students also seemed to have difficulties in vocabulary. They are so struggle to translate every single word in the text when they actually can try guessing the meaning from the context.

In this study the writer used the Beelinguapp application to improve students' reading skills by using narrative texts.

Beelinguapp is a mobile application that can be used in language learning. This application can also function as an audio book, users can listen to voice recordings while reading text while at the same time an animated karaoke style moves through text in both languages.

Text you want to read like novel, fable, or short story. Therefore, this application can use to improve reading comprehension in narrative text.

(Adopted from Pavlenko et al 2019 and M Syafi'I 2014
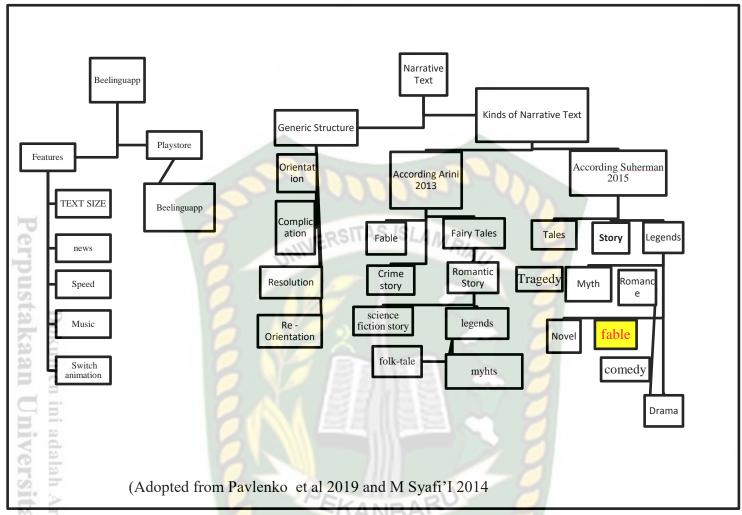
Figure 2.6 Conceptual Framework

2.4 Hypothesis

1.   (Null Hypothesis) Ho:

There is no significant effect of using Beelinguapp media in teaching

reading narrative text on eight grade of SMPN 3 Rokan IV Koto

2.   (Alternative Hypothesis) Ha:

There is any significant effect of using Beelinguapp media in teaching

reading narrative text on eight grade of SMPN 3 Rokan IV Koto

CHAPTER III
RESEARCH METHODOLOGY

3.1   Research Design
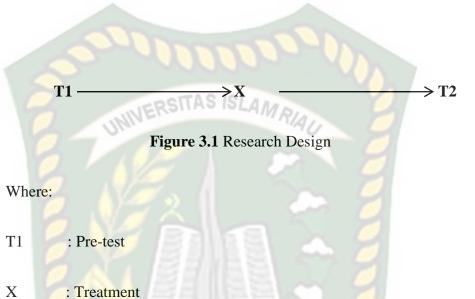
Victorianus, (2012:5) Research is a process or step carried out by researchers systematically and logically to get solutions of the problems or to get answers to certain questions. Research means investigation that is done carefully, regularly and continuously to solve a problem.

In this study, the writers used experimental research type. The design of this research is quasi experimental research. This research consist of experimental group only, without control group. It means that the students' improvement in reading is measured between their score at the pre-test is compared with their scores at the post-test. By doing so, the writer can know the improvement made by the second year students' in learning English text is analyzes through experimental approach as the result of the Beelinguapp application.

The research consist of Experiments are the best research of quantitative designs used for writers to decide on possible causes and consequences. According to Abdulhak and Suprayogi (2012:159) said the experimental is conducted to determine the most effective and efficient ways of teaching and learning activities to achieve teaching objectives.

There were two variables in the research as independent variable and dependent variable. The independent variable is an influencing variable (Febliza and Afdal, 2015:15), While the dependent variable is a variable that ide is

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influenced by the independent variable. The independent variable of this research is Beelinguapp application. While dependent variable of this research is students' reading comprehension.

$$T1 \longrightarrow X \longrightarrow T2$$

Figure 3.1 Research Design

Where:

T1   : Pre-test

X   : Treatment

T2   : Post-test

Table 3.1 Sub Design of Research

Group	Pre test	Treatment	Post test
A	T1	X	T2

A   : Experiment group

X   : Treatment of experimental group

T1   : Giving pre-test before treatment

T2   : Giving post-test after treatment

3.2   Location and Time of the Research

This research was conducted at SMPN 3 Rokan IV Koto. The subjects of this study were eighth grade students in the academic year 2020. This research was conducted in the first semester. Where research respondents learn English reading skills. The reason researchers chose this school is to be a place for research into students' reading comprehension using beelinguapp applications.

3.3   Population and Sample of Research

3.3.1 Population

Bret Hanlon and Bret Larget (2011:7) "A population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population. According to John W. Best in NeeruSalaria (2007), "A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group".

In this research the writer took the eighth grade students of SMPN 3 Rokan IV Koto in academic year 2019-2020. There were one class V111-1. There are 29 students from one class in second year's students of SMPN 3 Rokan IV Koto. One class was experimental class. The numbers of the students were 29 for sample. In order to know the population completely it was described on the table below:

Table 3.2 Population of the Research

Class	Population
V111-1	29
Total	**29**

3.3.2   Sample

Trianto (2010:256) "sample is a part or representative of the population studied". According to Bret Hanlon and Bret Larget (2011:7) "A sample is a subset of the individuals in a population; there is typically data available for individuals in samples". For this research the writer using a sample by using of one group; experimental group. A group chosen from a larger population with the aim of yielding information about this population as a whole is termed as sample (NeeruSalaria, 2012). In this research the writer take all of students eight grade as sample students from VIII-1 as experimental group.

Table 3.3 Sample of the research

Class	Sample	Group
V111-1	29	Experimental group
Total	**29**	

From the table above, it can be seen that the sample of the research is 29 students. This class is experimental group will be used for pre-test, treatment, and post-test.

3.4   Research Material

The material of this research was taken from reading text of narrative text. The material was taught as follow:

Table 3.4 Blueprint of Research Material

No	Title Material	Class
1.	Pre-test	Treatment
2.	Beauty and The Beast	Treatment
3.	The frog king	Treatment
4.	Cinderella	Treatment
5.	Post- test	Treatment

3.5 Research Instrument

To get data from research conducted by researchers, thus the authors need to use instruments. The research instrument used in this study was a reading test. The writer gives pre-test and post-test to students. In this test, students use technological media that is Beelinguapp applications to help students' reading comprehension.

The instrument of this research is use multiple choice test on the text reading comprehension at SMPN 3 Rokan IV Koto. The test items consist of 20 questions that provide 4 topics, they were the frog king, beauty and the beast, and. The time given is 45 minutes. There were two kinds of test that given to the students, there were pre-test and post-test. Procedures of collecting data as follow:

a. Pre-Test

Pre-test is the test when the researcher first comes to the class and gives to the students before using Beelinguapp application in teaching and learning activity. The researcher constructed 20 questions that provide 4 topics, purpose, language feature, getting information and finding the main idea of the text.

b. Post-Test

Post-test is the final evaluation when the materials taught on that day after completing teaching activities for three sessions, the researcher give the students test again after the treatment has done. And then the teacher gives a post-test with the intention of whether students have understood and understood about the material just given that day and to know the description of students' abilities are improved or the same as before treatment. The purpose of given post-test to find out whether or not significant improvement made by students after teaching reading comprehension by using Beelinguapp application.

Table 3. 5 Items of Pre Test

No	Types	Indicators	Number of items
1.	Fable	Finding Main Idea	1,6,7,12,14
		Finding Factual Information	2,8,15,19
		Guessing Vocabulary in Context	3,9,13,16
		Identifying Reference	4,10,14,17
		Making references	5,11,18,20

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Table 3. 5 Items of Post Test

No	Types	Indicators	Number of items
1.	Fable	Finding Main Idea	1,6,7,12,14
		Finding Factual Information	2,8,15,19
		Guessing Vocabulary in Context	3,9,13,16
		Identifying Reference	4,10,14,17
		Making references	5,11,18,20

3.5.1 Independent Variable (X)

The independent variable is a variable which is can cause results. According to Kaur (2013:36) independent variable is an active variable then we manipulate the values of the variable to study its effect on another variable. In this research the independent variable is Beelinguapp application.

3.5.2 Dependent Variable (Y)

The dependent variable is the one we measure to see the effect of the independent variable. According to Kaur (2013:36) Dependent variable is the variable that is affected by the independent variable. In this research the dependent variable is Narrative Text on Reading Comprehension.

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3.6   Data Collection Technique

In this study, to obtain the data the authors used tests and instruments were divided into two ways: pre-test and post-test. The test was used to obtain the data of their reading, and ability of reading narrative text. The test was divided into two tests: pre-test was given before treatment, and post-test was given after doing the treatment. This technique used to determine of the knowledge students reading comprehension in English .the type of the test was used multiple choice to pre-test and post-test. Then, the researcher come into classroom are given the material, length the time for treatment. The procedures of the treatment for the one group were as follow:

3.7.1   Experimental Group

a.   Pre-test

The pre-test was carried out determine the early of the students are selected as the sample. The test items was used for pre-test were reading comprehension in narrative paragraphs that consisted of five passages and every passage consisted of five questions. The purpose was to determine the background ability of the students in reading. Then, the number of students who joined the pre-test was 40 students.

b.   Treatment

After pre-test the researcher give the instrument used beelinguapp while teaching and learning process. The procedure of Beelinguapp in reading comprehension in teaching and learning process conducted in the following activities.

1. Pre-Teaching

   a. Greeting

   b. Pray

   c. The teacher check the attendance list of students

2. Whilst Teaching

   a. The teacher introduces the material to be learned about narrative texts and gives examples of texts

   b. The teacher explain how to use beelinguapp in reading

   c. After the students understand about what that teacher explained about use the beelinguapp the teacher selected a text at the appropriate reading level

   d. The students start to read the text in beelinguapp

   e. After the student read text in beelinguap the teacher ask to students find the structure of narrative text

   f. During the discussion the teacher and students compered their answer and their rationales

3. Post-test

   After using treatment in four meetings, the writer will analyze and use it as a final for this research. The writer will gives post-test to know the effect used Beelingual application in reading narrative text.

Table 3.6. The Classification of Students' Score

The Score Level	Category
80- 100	Very good
66- 79	Good
56- 65	Enough
40- 55	Less
30- 39	Fail

3.7   Data Analysis Technique

The data collected in this research were analyzed by using statistic that is a

t-test. The following formulas are by using SPSS version 24. To measure the

students' mean score in test.

CHAPTER IV
RESEARCH FINDING

This chapter presented the researcher findings dealing with the data that been taken from the given pre-test and post-test from the researcher. It was know that this research was conducted to find out whether there was any significant effect of using Beelinguapp application to the second year students' English reading comprehension on narrative text of SMPN 3 Rokan IV Koto.

4.1 Data Presentation

Most of the important thing in a research is the presentation of data and research. The data was obtained from pre-test and post-test score. In this chapter the writer going to present the data has been collected from experimental classroom to the second year students' especially VIII class of SMPN 3 Rokan IV Koto. The eight grade students of SMP N 3 Rokan IV Koto were asked to answer 20 questions in multiple choices by using exercise narrative text who related the material. Their answer would determine their knowledge about narrative text.

After administrating the pre-test, the writer carried out the post test in order to get the data of the research. Subsequently, it will show the students' score Increase from pre-test to post-test in order to find out whether there is significant differences between students' achievement in pre-test and students' achievement in post-test.

4.1.1 Data Presentation in Pre-Test

The Pre-test was conducted in the first step of research before them using Beelinguapp application. It would evaluate their prior knowledge about narrative text.

Table 4.1 Students' Scores in Pre-Test

No	Students	Aspect of Reading Comprehension					Total	Level
		FMI	FFI	GVIC	IR	MI		
1	001	2	2	3	2	2	55	Less
2	002	1	3	2	2	1	45	Less
3	003	2	2	3	1	2	50	Less
4	004	2	3	2	2	2	55	Less
5	005	1	3	2	1	1	40	Less
6	006	3	2	3	2	2	60	Enough
7	007	1	1	2	2	3	45	Less
8	008	2	2	1	1	2	35	Fail
9	009	2	1	3	2	3	55	Less
10	010	2	2	2	1	1	40	Less
11	011	1	2	1	2	1	35	Fail
12	012	2	1	1	2	2	40	Less
13	013	1	2	2	1	1	35	Fail
14	014	2	1	2	2	2	45	Less
15	015	2	3	1	2	2	50	Less
16	016	2	1	2	1	1	35	Fail
17	017	1	3	3	2	2	55	Less
18	018	2	3	2	2	3	60	Enough
19	019	1	3	3	3	1	55	Less
20	020	3	2	2	2	2	60	Enough
21	021	3	2	1	1	2	55	Less
22	022	2	2	2	1	3	50	Less
23	023	1	1	1	2	2	35	Fail
24	024	2	2	2	1	1	40	Less
25	025	1	2	1	2	2	40	Less
26	026	1	2	3	2	1	45	Less
27	027	2	1	2	1	2	35	Fail
28	028	3	3	2	1	2	55	Less
29	029	2	1	1	2	3	45	Less
	Total	52	58	57	48	54	1350	
	Avarage	1,80	2,00	1,96	1,65	1,86	46,55	

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Table 4.1 It can be seen from the table above that the student's pre-test score was 46, 55. Therefore, students in learning reading comprehension are still low. It can be said that students' reading comprehension still needs to be improved. It can be seen that only three students scored a good grade but were still in the sufficient category.

4.1.3 Data Presentation in Progressing

The data was conducted when the researcher using the treatment. It would show the students progressing when using treatment in reading comprehension about narrative text.

Table 4.2 Students' Scores in Progressing

No	Students	Aspect of Reading Comprehension					Total	Level
		FMI	FFI	GVIC	IR	MI		
1	001	3	2	3	2	3	65	Enough
2	002	2	3	3	3	3	70	Good
3	003	3	1	4	2	3	65	Enough
4	004	4	2	2	2	3	65	Enough
5	005	3	2	3	3	3	70	Good
6	006	2	2	3	3	2	60	Enough
7	007	3	3	2	2	2	60	Enough
8	008	3	4	2	3	3	75	Good
9	009	3	2	3	3	3	65	Enough
10	010	3	4	2	4	2	75	Good
11	011	2	2	3	3	3	65	Enough
12	012	2	3	3	3	3	70	Good
13	013	4	3	2	2	2	65	Enough
14	014	3	4	2	3	2	70	Good
15	015	2	2	3	3	3	65	Enough
16	016	3	2	2	2	3	60	Enough
17	017	3	4	3	2	2	70	Good
18	018	3	3	2	3	3	70	Good
19	019	4	2	4	2	2	70	Good
20	020	3	3	3	2	2	65	Enough
21	021	3	3	2	2	3	65	Enough
22	022	2	2	2	3	3	60	Enough

23	023	3	4	1	3	3	70	Good
24	024	2	4	3	3	3	75	Good
25	025	2	3	3	2	3	65	Enough
26	026	3	4	2	3	2	70	Good
27	027	3	4	3	3	2	70	Good
28	028	2	2	3	2	4	65	Enough
29	029	3	3	2	3	2	65	Enough
	Total	81	82	76	78	79	1945	
	Avarage	2,80	2,82	2,62	2,65	2,72	67,06	

Table 4.3 showed that the score of progressing was 67,06. It can be said

that there is an increase in students in learning reading comprehension is good. It

can be seen that there are thirteen students who get good grades. That there is an

increase the score from the previous test before the post test.

4.1.2 Data Presentation in Post-Test

Post test was conducted after all of the treatment implemented and

treatment were carried out to assist students for their reading comprehension,

post-test was the last steps of this research. The score of test had been taken as

data of the research and that score is compared with pre-test score.

Table 4.2 Students' Scores in Post-Test

No	Students	Aspect of Reading Comprehension					Total	Level
		FMI	FFI	GVIC	IR	MI		
1	001	3	2	4	4	3	80	Very Good
2	002	4	3	3	4	3	85	Very Good
3	003	2	3	3	4	4	75	Good
4	004	4	3	3	4	3	85	Very Good
5	005	4	3	3	3	4	85	Very Good
6	006	3	3	3	3	3	75	Good
7	007	3	3	4	4	2	80	Very Good
8	008	4	3	4	2	3	80	Very Good
9	009	4	3	3	4	3	85	Very Good
10	010	3	4	2	4	2	75	Good

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11	011	4	3	3	3	3	80	Very Good
12	012	4	3	3	2	4	80	Very Good
13	013	4	3	3	4	3	85	Very Good
14	014	3	4	4	3	2	80	Very Good
15	015	2	4	3	3	3	75	Good
16	016	3	3	2	3	4	75	Good
17	017	3	4	3	4	3	85	Very Good
18	018	3	3	2	3	4	75	Good
19	019	4	2	2	2	4	70	Good
20	020	3	4	3	4	3	85	Very Good
21	021	3	4	4	4	2	85	Very Good
22	022	4	4	2	4	2	80	Very Good
23	023	3	4	3	3	3	80	Very Good
24	024	2	4	3	2	3	70	Good
25	025	3	4	4	2	4	85	Very Good
26	026	3	4	2	3	4	80	Very Good
27	027	3	3	4	3	3	80	Very Good
28	028	4	3	3	3	4	85	Very Good
29	029	3	3	4	3	4	85	Very Good
	Total	92	96	89	94	91	2325	
	Avarage	3,17	3,31	3,06	3,24	3,13	80,17	

Table 4.3 showed the score of student's post-test was 80,17. It can be said that students' reading comprehension has improved very well and it can be shown that eight students get good score, and the other students get very good scores. This means that the post-test score is better than the pre-test.

Table 4.4 Increasing of Each Indicator

No	Indicators	Pre Test	Post test	Increasing
1	Finding Main Idea	1,80	3,17	1,37
2	Finding Factual Information	2,00	3,31	1,31
3	Guessing Vocabulary in	1,96	3,06	1,1

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	Context			
4	Identifying Reference	1,65	3,24	1,6
5	Making Reference	1,86	3,13	1,27

Table 4.3 showed that increasing average of students' score between pre-test and post-test in reading comprehension; Finding Main Idea, Finding Factual Information, Guessing Vocabulary in Context, Identifying Reference, and Making Reference. In pre test, it could be seen finding main idea was only 1,80, finding factual information was 2,00, Guessing vocabulary in context was 1,96, identifying reference was 1,65, and making reference was 1,86. This result showed their prior knowledge in reading comprehension. This result was obtained before they got the treatments.

4.2 Hypothesis Testing

From the calculation of the table above, it is known that there is an increase in the score of the pre-test, progressing, and post-test. Student test scores can be seen in the information in the following table.

Table 4. 5 Students` Scores in Average Level

No	Test	Average	Level
1	Pre- test	46,55	Less
2	Progressing	67,06	Good
3	Post- test	80,17	Very Good

Table 4.4 shows the increase in the average score of students between the pre-test, progress, and post-test. It can see the score the pre-test finding score was only 46.55 in the less category. So, thus students still have low reading comprehension and need treatment.

Furthermore, in the progressing of finding a score of 67.06 in a good category, but in its progressing students showed an increase. That's the reason level and score increased than in the pre-test. This can be seen from the students' grades that continue to increase. Last, in the post test students obtained the highest category, namely 80.17 and the highest score meanwhile, the evaluation of the last reading. This indicates a significant improvement in students' reading understanding of using the Beelinguapp application.
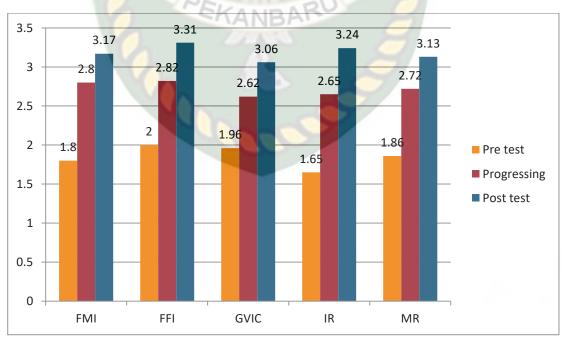

Diagram 4.1 The Increasing of Pre Test, Progressing and Post Test

From the diagram 4.1, showed the increasing all of students' reading comprehension according to the indicators. So, it can be said that there was an increased from students' score before using Beelinguapp application and after using Beelinguapp application in their reading activity in classroom.

Table 4. 6 One-Sample Test

					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pretest	-14.563	28	.000	-23.44828	-26.7465	-20.1500
Posttest	11.603	28	.000	10.17241	8.3765	11.9683

One-Sample Test — Test Value = 70

Table 4.6 shows the one-sample test score to find out which hypothesis can be accepted and rejected. Through the pre-test and post-test results, the t-test value is obtained based on the sig.tailed score. This can be seen from the sig value. (2 tailed) = 0.00.

As we know, in this research there is any two hypothesis, Ho (Null Hypothesis) means there is no significant effect by using Beelinguapp application toward students' reading comprehension on narrative text of eight grade at SMPN Rokan IV Koto, and Ha (Alternative Hypothesis) meant there is any significant effect by using Beelinguapp application toward students' reading comprehension on narrative text of eight grade at SMPN 3 Rokan IV Koto.

For decision making, if sig. (2 - tailed) <0.05 null hypothesis will be rejected and alternative hypothesis will be accepted. Then, if sig. (2 - tailed)> 0, 05 means alternative hypothesis will be rejected and null hypothesis will be accepted. Therefore, use the Beelinguapp application in learning can improve students' reading comprehension.

Based on the above results the researcher can conclude that the second year Students of SMPN 3 Rokan IV Koto class have better performance in the use of basic language aspects of reading comprehension from before.

4.3 Data Interpretation

From the data, the total score of pre test was with average score 1350 was 46,55. Furthermore, the total of score of progressing was 1945 was 67,06. After giving some treatments, students were given post test and total score was 2325 with average was 80,17. The increasing between pre test and post test was 33,62. This evidence will refer to the increasing toward students' reading comprehension after using Beelinguapp application for their learning process in classroom.

4.3.1 Finding Factual Information in Pre test, progressing and Post test

In this case, the highest reading comprehension indicator is the result of finding factual information on the post test, namely 96 indicators and an average of 3.31 was obtained by the students during the last data collection. Where the value in progressing was 82 with an average of 2.82, and the lowest score was in the pre-test data collection, namely a score of 58 with an average of 2.00.

Because students are more familiar with the elements contained in this indicator and students easy to find information in the text they read.

4.3.2 Finding Main Idea in Pre test, progressing and Post test

In this indicator, there is any increasing of each data. Where the pre test was 52 with average 1,80. The other treatment are progressing was 81 with average 2,80, and the last is post test was 92 with average 3,17. This indicator is the second and last lowest result in the pre-test but, in the progressing and post test the students' show their improvement. This is because after entering the learning topic using Beelinguapp and the KWL strategy. Students there are still many who do not understand the main idea of a text they read, compared with other indicators.

4.3.3 Guessing Vocabulary in Context in Pre test, progressing and Post test

In addition, on Guessing Vocabulary in Context some students already understand a little about finding vocabulary in a text. We can see that the score in each treatment in pre test is 57 with an average of 1.96, while in progressing it is 76 with an average of 2.62, and finally in the post test score 89 with an average of 3.06. Because of the students did learn at home and to make the self learning from mistake and after learning using Beelinguapp students more know about the vocabulary caused in the application there also learn about vocabulary.

4.3.4 Identifying Reference in Pre test, progressing and Post test

In this case, Identifying reference is the third highest in the post test score is 94 with an average of 3.24, while in progressing is a score of 78 with an average

of 2.65, and the initial test, which is the pre test, is a score of 48 with an average score of 1,65, because of limit knowledge about redirection of the word in text.

4.4.5 Making Reference in Pre test, progressing and Post test

Beside, in the last indicator is Making Reference in pre test was 54 with average 1,86, while in the progressing score was 79 with average 2,72, and the last in post test was score 91 with average 3,13, This result showed their prior knowledge in English making reference and this result was obtained before and after they got the treatments

4.4. The Mechanism of the Research

In this sub chapter, it was explained about teaching and learning process by using Beelinguapp Application. It explained the researcher`s activities from the first meeting until fifth meeting. It was describe below :

1. Meeting 1

The first meeting was conducted in March 9th, 2020. The researcher and the observer came on time to the class. The students seemed that very happy when they knew that there were new teacher in their class. In the first meeting, one student was absent. The researcher was giving explanation what the researcher comes to in students' class. After the researcher gave an explanation most of the students tended to be calm and paid attention more for a while. They could focus more on the researcher explanation. They were shy when they were asked and after that the researcher gave the students' question on paper. In this meeting, the

students were given pre-test. The pre-test consist of 20 questions. After taking their pre-test, they had to bring gadget for next meeting.

2. Meeting 2

The second meeting or the first treatment was held on March 10, 2020. At this meeting the researcher made an introduction, motivations, and checks the attendance list in the early minutes.

In whilst teaching this meeting, students must bring their smartphones that have been explained by researchers at the beginning of the meeting. The teacher explains what they have to do on that day such as opening a gadget and open Beelinguapp application story that will all be explained by the researcher. In temporary teaching, students use their gadgets to read stories contained in each student's gadget. And the researcher gave more explanation about narrative text. The topic in teaching learning was about fable (beauty and the beast). After that, the researcher asked the students a number of questions related to the stories they read. After the students read the topic in Beelinguapp application the researcher ask the students using the KWL strategy. For learning namely by explaining k = know (what they want to know about the text that the researcher provides), w = want (what they want to learn in the text), l = learned (Students provide answers about what they have learned from the text they read.

After that, the questions raised by researchers explain in more detail relating to the topic of learning can also add new knowledge and vocabulary that are not yet known to children. Because this is the first treatment, researchers

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explain some of the indicators contained in the narrative text. At the last minute, the researcher draws a conclusion from the lesson and gives a close greeting.

3. Meeting 3

The second treatment was on Maret 24, 2020. Like the previous meeting in the early minutes of the researcher made an introduction, motivations, and checks the attendance. In this meeting, the text material will be explained by the teacher what they should do on that day. The material is the story contained in the Beelinguapp application. In teaching, students use their gadgets to read stories that have been given by researchers. After students read the story in each student's gadget, the researcher asks several students to come to the class to practice what they know in the story with the researcher using the KWL strategy. For learning namely by explaining k = know (what they want to know about the text that the researcher provides), w = want (what they want to learn in the text),

l = learned (Students provide answers about what they have learned from the text they read. After that, the students and researchers discussed several indicators of the narrative text contained in the Beelinguapp application. After that, researchers explain in more detail relating to the topic of learning and can also add new insights that are not yet known to children. Because this is the second treatment, researchers explain learning topics related to the Beelinguapp Application. At the last minute, the researcher draws a conclusion from the lesson and gives a close greeting.

4. Meeting 4

The fourth meeting is the third treatment. The third treatment was. In this treatment, was conduct in June 20th, 2020. Because schools are closed by the government related the virus that happening, researcher cannot conduct research directly, and therefore researcher conduct online learning by using whatsapp group class. In early minutes, the researcher checking attendance list to know the students who do not came in that day, and also gave the motivation about the material to students. In this meeting, the material about narrative text was Cinderella's story. The students were still used their smartphone to open this story. The researcher explained to them what they had to do in that day based on the story.

It was not different with the previous meeting, the students were asked to open the Beelinguapp application to open the material for that day. On beelinguapp application, there was any story that should be read by students. . After the students read the text that was given to the students, the researcher asked what they knew about the text they read and the researcher used the KWL strategy for learning namely by explaining k = know (what they want to know about the text that the researcher provides), w = want (what they want to learn in the text),

l = learned (Students provide answers about what they have learned from the text they read.

At the last meeting the researcher gave a conclusion about the day's lesson and closed the class.

5. Meeting 5

The last meeting was held on June 22, 2020. In this meeting, students were given a post-test. The post-test consists of 20 questions with material that students have learned previously. After taking the post-test, the chairman collects the test. The purpose of the post-test is to find out the significant influence of Beelinguapp Application on reading comprehension and knowledge in determining indicators of a text by eighth grade students at SMP N 3 Rokan IV Koto.From technical data collection in the school, it can be concluded that each indicator of vocabulary is taught either once per meeting or all indicators are discussed in one meeting. It is seen from the heavy material or students' abilities that are adapted to the conditions in the school while taking research data.

4.5 Challenges and Advantages by Using Beelinguapp during Pandemic Covid 19

Researcher took this data before and during the COVID 19 pandemic, so that with the decision issued by the government regarding the current virus, schools were closed to minimize the spread of the virus in the school environment. In this way, one of the ways that the government does in the world of education is to keep the learning process running effectively as usual, learning is done using online classes. Therefore, when collecting data for this thesis, researchers continue to research using online classes and continue to use this application when learning online classes. This application gave challenges and advantages in teaching learning process especially in English.

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When conducting research with a pandemic state, researchers now face challenges when applying the Beelinguapp application. but before the online class the researcher conducted face-to-face when explaining to them about the application that students would use during learning, some students were interested in using this application, because they already know many stories in this application so they tried to find out other stories outside the material learning, so that it is easy for researchers to continue the learning that will be done and therefore students need more attention to remind them to read the material first. But, when researchers to do teaching learning in online classes the researcher must waiting for students to respond to what the researcher ordered. And when collected data using online classes, students were less focused on the material on that day, students took a long time to read, understand and evaluate stories so that it took longer to convey duty.

In addition, researchers get pre-test data with a class that can be controlled, but it is different from post-test data, because post-test data is obtained while using online classes, so there is a possibility that students will be helped by other parties in doing their work. But, this application also has advantages for both face-to-face and online classes.

Students are easy to do in the learning process because besides being able to read the material, they can also listen to the narrator who reads the text they read and students can also learn pronouncements about the story, and can also get new knowledge from this application. In addition, this application also makes students happier in reading because they don't have to open a book when they

want to read. This application also opens students' insights that they can not only

learn to use books, but they can also use this application by using a smartphone.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis of data in the previous chapter, the authors concluded that an increase in students' reading activities by using Beelinguapp Application can improve the students' reading comprehension, specifically, in the narrative text. In conducting research using Beelinguapp application these will ease them to make fun learn meaning of the text in the material. Beelinguapp Application to make them desire to read the next level as self-learning. Teachers can also using Beelinguapp application to make the students want to learn about reading comprehension class as E-Learning using application. It encourages teachers to integrate technology and education in their teaching and learning process at SMPN 3 Rokan IV Koto to help them add more and remind reading comprehension. In the research that has been carried out, the writer can find several things that need to be detailed.

The means score for group has increase. The score on pre-test was 46,55. After having conducted the use of Beelinguapp Application and using strategy KWL analyze the result of the post test, it was found that the means score of post-test was 80,17. In other words, the mean score of post-test was higher than the mean score of pre-test.

5.2 Suggestion

Related to the result of this research, the writer offers some suggestion as follow:

1. For the teachers

   The writer suggests using Beelinguapp Application in teaching English. Especially in reading comprehension to make the students' more enjoy in learning it and automatically can improve their ability in it. By using the Beelinguapp Application, it is expected that the students' ability in reading comprehension can be improved step by step. In Beelinguapp Application students' can enjoy read text with their smartphone and they not only read text in their class, but they can read text in their respective homes make them more enjoyable in learning.

2. For the students

   The researcher suggests that the students' should be active to practice reading English skill. The only one to become good at skill is to practice it. It is same in reading english skill. They can also using Beelinguapp Application since it will ease them to understand of many kinds of strategy which make them comfortable and more enjoy in learning to improve their interest in reading comprehension especially in comprehending the narrative text. The students can use Beelinguapp Application for getting information in order to enrich many texts and for their knowledge in Beelinguapp Application It will make them able to read the next text what they want to read.

3. For the next reseacher

   For the readers and the other researchers, the writer suggest that by reading this thesis it is can expected to be able to give contribution for the next researchers conduct or analyze research related to any problematic in reading comprehension, because there are still many problems about the reading comprehension. The writer hopes that Beelinguapp Application can get further researcher from the next researcher in order to introduce Beelinguapp Application in teaching and learning process.

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