THE INFLUENCE OF KWL STRATEGY ON STUDENTS’ READING COMPREHENSION

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Abstract—The purpose of this research was to know whether the significant effect of using KWL strategy towards students’ reading comprehension of analytical exposition text at the second grade in MAN 2 Kerinci. This research was experiment research which used two classes. There were experiment and control class. The pulation of this research was second grade students’ of MAN 2 Kerinci it was 72 students. Sample in this research consisted of 36 students. The analysis data used mean score and t-test for checked effect of KWL strategy toward students reading comprehension of analytical exposition text. From the result of analyzing data, it was found that the students’ mean score in pre-test was 55,27 for experiment and 54,17 for control class. Meanwhile the students’ mean score in post-test was 85 for experiment and 68,33 for control clas. Furthermore, to know whether the difference between the two mean was significant or not, the researcher applied t-test. Because the obtained $t_{obtained}$ (6,13) was higher than $t_{table}$ (1,69), the researcher concluded that test was statistically significant. It means there is significance effect of using KWL Strategy toward students reading comprehension at the second grade in MAN 2 Kerinci.

Index Terms—KWL Strategy, Reading Comprehension, Analytical Exposition Text

1 INTRODUCTION

In English there are four skills that should be mastered, they are : Listening, Speaking, Reading and Writing. Reading was one of important skills that are important contributors to the success of learning the language. Reading was an activities that essentially concerning with the transfer of meaning from mind to mind, a message from a writer to a reader. According to Harmer (2001) reading is useful for other purposes too, any exposure to English (provided students understand it more or less) is a good thing for language students. People read many kinds write materials such as newspapers, magazine, novels, books story, academic books and so on. It means reading cannot be separated from daily activities. Through reading, people could got a lot of information, knowledge, enjoyment and even problem solutions. Reading needs comprehension to understand the context and get new information about the texts. According to Oakhil Jane, Et.al (2015) Reading Comprehension is the process of making meaning from text. In reading comprehension, the message that must be conveyed in the written form is the most important element that the students must recognized, because the main purposes of reading was to know the teach express in the printed material. Therefore, reading with comprehension was only a way for the students to gotten what they want to know from the reading material. In reading comprehension, requires students to understood the content or information from a various of text. One of the text which must be understood by students was analytical exposition text in addition to other froms, such as narrative text, descriptive text, recount text, report text and soof text. However, reading comprehension was not easy for students. These was evidenced by the results of a survey which shows that reading was not easy, especially for foreign English students such as Indonesian students. The survey conducted by the International Student Assessment Program (PISA) in 2015 reported that the performance of Indonesian students in reading was ranked 62 of the 70 countries included in the PISA survey. In addition, the results of the Progress in International Reading Literacy Study (PIRLS) show that Indonesia is in position 42 of the 45 countries included in the survey reading PIRLS. Based on the survey results, Indonesian student reading performance was still not satisfactory. Therefore, the teacher must think of a good strategy to improve student performance in reading. Furthermore, from the primary observation of the MAN 2 Kerinci the researcher found four problems. First, ability of reading comprehension of the students was still low, especially in analytical exposition text. Because students assume analytical exposition text was considered as more difficult text than other texts such as narrative or descriptive text that students has learned much at Junior high school until Senior High School.

Second, the students difficult to understand the context and gotten the information of the text, they read the text, but they could not identifying and comprehend the text. This was evidenced by the actual low scores of students in their exams, where the average student have not reached the minimum score criteria (KKM) where the KKM score in English in MAN 2 Kerinci was 75. In this case, the teacher adds the student’s test scores with student daily scores so there were only a few students who has to make improvements to their scores called remedial. Then, third, the problem also comes from the teacher strategy in teaching that causes the students bored in learning so, they could not gain the purposes of reading. And the last one, the students could not utilize their prior knowledge with the information contained in the text, they often do not connected what they know with what they read, whereas if they could related their knowledge of what they already know about the topic to the information contained in the text, it would help them understand the contents of the text. From the description above, the researcher would propose a teaching technique that could be useful in improved students’ understanding of analytical exposition text, those was by used KWL Strategy. KWL strategy which invented by Donna Ogle was separated into three part processes which engage students to identify What I Know (about the forthcoming topic), What I Want to Learn (about the topic), and What I Did Learn

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(about the topic). The first two steps of K-W-L are pre-reading activities, while the third step was a post-reading activities. K-W-L was originally used to assist in reading analytical exposition text, therefore, the researcher wants to help overcome the students at second grade in senior high school by using K-W-L (Know-Want-Learned) Strategies. This strategies was one solution for students in reading comprehension activities. The researcher check effectiveness of used KWL Strategies in students Reading Comprehension activities. Students score and writing is the goal of English learning in the tenth grade senior high school. Based on the syllabus in senior high school at the first semester, the students had the mastery that 4 basic skills in English teaching but at the end of material they will focus on writing skill and the other skills as

2. LITERATURE REVIEW
a. Definition of Reading

Reading is an active process that aims and required a strategy. Reading is also as a process of communication between a writer and a reader. A writer has message in her mind, such feeling, facts, ideas, and argument she wants to share. The writer puts the message into the words or printed verbal symbol (Nurhayati: 2009). Reading is a process of interaction between writer and readers through the text, to gotten the message that the writer wants to convey to the reader, that what the writer wants could be well understand.

Anderson and his colleagues in define reading was the process of constructing meaning from written text. It was complex skill required the coordination of a number interrelat sources of information. They assumed that the meaning contracting from the same text could vary greatly among people because of differences in the knowledge they posses. Harmer states that reading as being “an exercise dominat by the eyes and the brain, the eyes receive and the brains then has to work out the significant of the messages”, he suggest that reading is the process of cooperation between eye and the brain work in getting the message or getting information from reading text. Reading is essentially a physical and psychological process. The process of physical form of visual observing the writing and was a mechanical process in reading. The mechanical process continues with psychological processes in the form of thinking activities in processing information.

Reading is also a process undertaken to reduce uncertainty about meaning a text conveys. The process produces a negotiation of meaning between the text and its reader. David states that reading is a process combine information from a text and the reader’s background knowledge to get meaning, in which the goal of reading itself is comprehension. Reader’s background knowledge helps much when the reader is reading a text, it means that readers do not only received information but were actively engaged in perform the activities and required several efforts to comprehend the reading background knowledge of the readers automatically assist them, and reading a text become much easier to gotten its meaning.

Based on several defenition above could be concluded that reading was a process of understand the print symbols to gotten meaning whether it is implicit or explicit state in a text. The gist process of reading was the transfer from writer’s mind to reader’s mind. Then, background knowledge of the readers automatically assist them, and reading text become much easier to gotten its meaning.

b. Reading Comprehension

One of the reading purposed was to gotten what the meaning from the text is implicit. The purposed to gotten the meaning in reading is called the reading comprehension, whether it is general or detail comprehension. According to Howel (2009), reading comprehension is the process of associate information from a passage with reader’s background knowledge in order to construct meaning. Thus, reading comprehension is the process of constructing meaning from text in which the reader needs abundant of prior knowledge to read many texts with different topics or specific topics. The
comprehend process engage decoding the writer’s words and using background knowledge to construct an accurate meaning understand of the writer’s message.

Reading Comprehension is the ability to understand a written passage of text. Reading comprehension an active process at thingking to get necessary information by involving reader’s knowledge, experience, and prediction.

According to Homby (2000) Reading comprehension is a complex activity to understand the real meaning of the words in the texts. Reading comprehension must knowing the meanings of enough words, readers who has strong comprehension are able to draw conclusion about what they read, what is important, what was a fact, what caused and event to happen, which characters are funny. Moreover, one big part of comprehension was a has sufficient vocabulary. Thus comprehension involved combined reading with thinking and reasoning.In reading comprehension, reader try to found and understands information that communicated by author through the text. In comprehending process, reader also study the way author present his mind. Thus could also be said that reading comprehension, reader could get two types of knowledge, that are new information from the text and how the author representation his thought in the text (Lia and Rosi : 2016). Reading comprehension need exact strategy to could understand the content in the text, because in reading comprehension the readers also study the way author present his mind. If the readers can understand the content of text then will more information they have from the text they read.

Based on several explaination above, it could be concluded the reading comprehension is the process of associated information from a passage with reader’s background knowledge in order to constructed meaning at thingking to got necessary information by involving reader’s knowledge, experience, and prediction. Reading comprehension must knowing the meanings of enough words, readers who has strong comprehension are able to draw conclusion about what they read, what was important, what was a fact, what caused and event to happen. Reading comprehension was a complex process which needs seriousness and effort as readers are require to catch not only lexical meaning. But also the contextual meaning.

c. Definition of Analytical Exposition Text

Analytic exposition presents information, idea or issue to inform and to persuade the reader or listener. According to Shirin. A, et.al(2009) Analytical Exposition text is a text that elaborates the writer’s idea about the phenomenon surrounding. It can be concluded, that analytic exposition text is a text that contains arguments and opinion the writer’s about something that happen in the society.

Refnaldi states that analytical exposition essay is the essay which argues that something is the case. Moreover, Priyana states that analytical exposition proposes or suggests a certain topic wich may only be pro or contra, or both. Untoro supports this statement, he states that the topic should be related to the recent and important problems happen and need to be explored. So, analytical exposition text is a type of text that contains an explation of an analysis of a particular issue or topic. This type of text is dominate by the author’s arguments about the issue or topic that raise as the main idea subject of discussion.Analytical exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report and so on. Analytical expositions text is popular among science, academic community and educate people. It means that the text asserts something to the readers by give supporting statement and evidence to convince it. To make the persuasion stronger, the writer gives some arguments as the fundamental reasons why something is the case.

Based on several explaination above can be conclude, analytical exposition text is one of the texts should be learn by students to improve their reading comprehension, the text that expose one side of an issue that is correct according to the writer and persuade the reader to agree with the opinion. Analytical exposition text itself to persuade the reader that there is something that, certainly need to get attention. It is to analyze a topic and persuade the reader that an opinion is correct and support by arguments.

d. Structure of Analytical Exposition Text

An effective analytical exposition text have several steps which a reader may use as standard to guide his reading. In expository text usually have three sections. The first section introduce the author’s point of view. The second section is a series of arguments that aim to convince the readers. The last section is a conclusion to sum up the arguments and reinforce the authors point of view. The generic structure of analytical exposition will be mention as follows :

1) Thesis

Thesis is the general part of the contain main idea and author’s point of view from event.the author introduces ideas about a topic or subject that will be discuss. This can be found in the first paragraph. The thesis section of this statement is an opening from an analytical exposition text. In this section the author’s will introduce the topic and position of the author on the theme, for example the author thiks that lengthen the claw looks cool, meaning this is the stance or the position of the author that will be develop in this writing.

2) Arguments

In this section the author presents arguments or opinions that support the main idea of the author, usually in an analytical exposition text there are more than two arguments. More and more arguments that appear increasingly believe the reader that the topics covered by the authors is a very important topic or need attention. The more opinions the authors write, the more attractive a analytical exposition text, because readers tend to believe in an event if there are many opinions that support in it.

3) Reiteration

This section is the conclus part of an analytical exposition text is always locate at the end of the paragraph. Reiteration contains the rewriting or redeployment of the main ideas contain in the first paragraph. Reiteration is also commonly call the conclusions. In the last part this is writer’s reiteration which reinforces the thesis statement in the first paragraph.

e. The Purpose of Analytical Exposition Text

People read text might be basically they want to get some factual information from the text. For example, people read a newspaper, might be they want to read updat information from the newspaper or want to get job information. Then, from the information that they got, a response will appear as influence of the text. It means they have something to be known, and the information is available in the text. This is in line with
musafak’s statement the purpose of analytical exposition text
is to persuade the reader or listener by presenting one side of
an argument that is case the case for of the case again. To
sum up, the purpose of analytical exposition text is to influence
the reader to do or belief something that is the writer’s point of
view.Kartini and Farikah states that the social function of
analytical exposition text is to persuade the reader that
something is the case. Moreover, Refnaldi states that “the
purpose of this text is to give acceptable and reasonable
argument”. Furthermore, Dahler and Toruan states that the
purpose of analytical exposition text is to persuade the readers
or listeners by present the arguments which tell the
fundamental reasons why something is the case. Based on
several the experts’ statements above, the risecher can
conclude that the social function of analytical exposition text is
to give the arguments about the topic that.

f. Language Structure of Analytical Exposition Text
The language features of analytical exposition text consist of
several parts. Priyana and friend states that the common
grammatical patterns in analytical exposition text include ten
parts. The language features usually found in expository text are :

1) The use simple present tense
   This tense is use to deliver ideas or opinions and facts
   or general truths, which is part of the content in writing
   hortatory exposition. (is, am, are, and verb 1)

2) The use connectives e.g. firstly, secondly, thirdly, etc

3) The use evaluative language e.g. important, valuable,
   etc

4) using relational process , e.g. don’t interfere, etc

5) using internal and causal conjunction, e.g. therefore.
   However, furthemore, in addition, etc

6) using general and abstract nouns e.g. car, policy, ears,
   government, etc

7) sing technical verb e.g. species, etc

8) using relating verb e.g. that is important, etc

9) using action and thinking verb e.g i believe, etc

10)using modals verb and modal adverb e.g. we must
   preserve, certainly we must try, etc

The generic structures of analytical exposition text is the main
standard of how hanalytical exposition text should be made.
Moreover, to support the characteristics of analycal exposition
text, there are language features that commonly use in
analytical exposition text.

g. KWL Strategy
KWL strategy which invented by Donna Ogle is separated into
three part processes which engage students to identify What I
Know (about the forthcoming topic), What I Want to Learn
(about the topic), and What I Did Learn (about the topic). The
first two steps of K-W-L are pre-reading activities, while the
third step is a post-reading activities. K-W-L is orginally used
to assist in reading analytical exposition text, therefore, the
researcher wants to help overcome the students ats econd
grade in senior high school by Using K-W-L (Know-Want-
Learned) Strategies.This strategies was one solution for
students in reading comprehension activities. KWL is helpful in
connect between students’ prior knowledge and information
that will be present in the text. The letters K-W-L stand for three
activities student engage in when reading to learn, recall what
they KNOW, determine what they WANT to learn, and identify
what they LEARN as they read.K-W-L not only helps the
teacher assess the students’ levels of understand, but also
models the learning process and activates thinking on the
topic. This strategy is design to help students develop a more
active approach to reading material. Teacher first model and
stimulate the kinds of thinking need for learn and then give
students individualopportunities to list what they know, what
questions they want to answer, and what they have learn from
reading the text. Deanne stated (2006:64) the purposes of
KWL Strategy is .Elicits students’ prior knowledge of the topic
of the text. Sets a purpose for reading, Help students to
monitor their comprehension, Constructs meaning from what
they read, and allows the students to assess their
comprehension of the text. The KWL staretgy is form into a
chart as follow :

<table>
<thead>
<tr>
<th>K-W-L Columns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Topic:</td>
</tr>
<tr>
<td>K = What I Know</td>
</tr>
<tr>
<td>L = What I Learn</td>
</tr>
</tbody>
</table>

The first step, What I Know, is a pre-reading activity. Before
students begin to read, teacher may start the class by stating
the topic that students will read. Students will think about what
they already know about the topic. After think about what they
already know about the topic, students write the informations
in a list on the What I Know column. From this step, students
will generate information from the topic mention before reading
where the information can be use to brainstorm other students' idea later on. The next stage in this step is to categorize
informations what they alreadyhad. Teachers guide students to
list information to be include in somecategories. For example,
from the topic title “Dangerous Animals” generatesinformation
lists such as, “the dangerous animals mostly have claws and
sharpfeeth”, they can kill people.Base on the information
list,students maycategorize into “how it effects to human” or
“dangerous animalscharacteristics”.The second step, What I
Want to Learn, continues directly from the firststep. Use
the lists and category generate, students identify fields
aboutinformations that they want to discover more. Teacher
must inspire eachstudents’ categorize list, because they have
different degree of priorknowledge about any give topic, so
students will be curiously to discoverdifferent aspects of a
topic. As Camille say (2007:65), This stage is aim to
assiststudents to think about the idea areas that they have list
before in the K column. It must assist students to build
environment that they recently creatand become arouse their
interests by list what they don’t know. Foreexample, from the
topic entitle “Dangerous Animals”, students may write
theirquestions such as “Do all animals in the wold are
dangerous to human ?” or“What is the impact of dangerous
animals to human ?”. After decided what they alreadywant to
know, students list the questions in the What I Want to
Knowcolumn. Before continue to the last step, students will be
give the text aboutthe topic given and they can write in the
next column.
3 RESEARCH METHOD

This research was a quasi-experimental research, which used Quantitative data analysis. The Experimental research is to investigated the possible caused and effect. The research design used in this research was pretest-posttest control group design with one kind of treatment. Each group would give a preview to know the initial conditions of both groups. Treatment would be given to the experimental group within a certain timeframe, while the control group was not treatment. Both groups would give a post-test to compared the outcome after treatment. The population of this research was all the students of the second grade at MAN 2 Kerinci. It was located at Kemantan Tinggi. The population consists of 72 students. The sample of this research was the second grade students of MAN 2 Kerinci academic year 2018/2019 that consist of 2 classes. The sample of this research used cluster sampling technique. Cluster sampling technique is select groups population as sample, not individual. All members of selected groups have similar characteristic is a cluster. The data of this research was collected from reading comprehension test. A test in simple terms, was a method of measure a person’s ability, knowledge, or performance in a given domain. The researcher would used the test as the pre-test to know the previous abilities of students in reading comprehension before got treatment and post-test to know students’ achievement in reading comprehension of analytical exposition text after got treatment. After both groups got pre-test, the experimental group was given treatment to know the improvement of students’ understanding in analytical exposition text. The experimental group in the learning activities used KWL Strategy, and control group used Conventional Teaching. Furthermore, the both group was given post-test, to know significant effect between experiment class with control class in Analytical Exposition text.

For this research the researcher used test as instrument of research. The test was a tool that contains a series of tasks to be do or questions students must answer to measure a particular aspect of behavior. Test is instrumert or procedure that used in order to measurement and assessment. In this research, the researcher gave the students test in multiple-choice form. According Douglas Brown (2004:120), the most popular method of testing a reading knowledge, vocabulary and grammar is the multiple-choice format, mainly for reason practically, it is easy to administer and can be score quickly. The test in this research consists of 25 items about analytical exposition text. The researcher gave the students 90 minutes to answer the questions. An instrument can be say have validity if it is able to measure what is desire and can reveal the data of the variable study appropriate. A test is valid if it measure what it purpose to measure. The validity that would used in this research was the content validity, which states that a test is say to have the validity of the content if the test is appropriate with material or content provide. The test material shall be in accordance with the material gave by the teachers subject matter. For the result of this research, the researcher was perform hypothesis testing. Where in hypothesis testing, the researcher was used t-test formula to analyze the data. However, before testing the hypothesis the researcher was test the normality and homogeneity of data.

The distribution normality test serves to test whether or not it was normal distribution of research data. Normality tests was perform on pre-test and post-test score in the experimental and control groups. This research conduct a normality test for reading the initial analytical exposition text comprehension and reading the final analytical exposition text understand in the experimental and control groups. Used statistical technique Shapiro-Wilk to normality of test.

4 RESULT

1. Data Description

![Figure 1: the comparison mean score from control and experiment class.](image)

Based on the graphic above, after holding pre-test on the experimental class and control class at the obtained results were the average value of the experimental class was 55.27 while the average value of the control class was 54.17 and after holding post-test for experimental class and control class at the obtained result were the average value of the experimental class was 85 while the average value of the control class was 68.61. It means that KWL Strategy was effective from conventional strategy in teaching reading comprehension in analytical exposition text.

2. Hypothesis

Before did hypothesis testing by t-test formula, the researcher carry out validity, difficult index, discriminating power of items, and reliability test. The researcher also carry out analysis of sample with utilize normality and homogeneity firstly as the requirement of the data were from the normal population or not and homogeneity or not. It was based on the assumption that the data that could be used as the data in t-test was the data that was distributed normal and homogeny. The data used was the post-test data.

a. Normality testing

The normality of test used to analyze the data were from the normal population or not. In this case, the researcher used the students score of experimental and control class for normality test. Based on the normality testing, the researcher found the result as follows:

Table 1: The Result of Normality Test

<table>
<thead>
<tr>
<th>Class Code</th>
<th>N</th>
<th>$X^2_{account}$</th>
</tr>
</thead>
</table>
The table above shown the score of the students of control class was 0.92 that was higher than alpha (0.05) or 0.92 ≥ 0.05 and the score of the students of experimental class was 0.96 that was higher than alpha (0.05) or 0.96 ≥ 0.05. It means that the data was distributed normally.

**b. Homogeneity test of variance**

The homogeneity test of variance conducting to found whether the sample used in this research obtain from homogeneous population or not. In this case, the researcher also used the students' score of experimental and control class for homogeneity test. Based on the homogeneity testing, the researcher found the result as follows:

The calculation of homogeneity testing show that $F_{obs} = 1.13$ this score was lower than $F_{table} = 2.27$ or $1.13 < 2.27$ where it means the data was homogeneity.

**c. Hypothesis**

In this research, to test the hypothesis the researcher used t-test. The using of t-test in analyzed post-test score was to find out the significant effect of using KWL strategy toward students' reading comprehension of analytical exposition text at the second grade in MAN 2 Kerinci in the academic years 2018/2019.

The result from the calculation was gotten $t_{account} = 6.13$ and $t_{table} = 1.69$ with $\alpha = 0.05$. Based on the test criteria, it can concluded that $H_1$ received and $H_0$ rejected. It means there was a significant improvement of using KWL Strategy toward reading comprehension in analytical exposition text at second grade in MAN 2 Kerinci.

**d. Effect Size**

Effect size used to see how much the effect of using KWL Strategy toward students' reading comprehension in analytical exposition text. Where, the researcher analyzed the effect size after conducted the hypothesis testing. The value of effect size was 1.96. Based on the table classification, the criteria of effect size was Big.

### DISCUSSIONS

Teaching strategies was very important, because used the appropriate strategy can make the learning process better. In this research the researcher introduced a strategy that was suitable for used in taught analytical exposition text. The researcher proved it through experimental researcher involved 2 classes namely experimental class and control class.

In the experimental class, the researcher gave pre-test. The result of pre-test, most of the students got low score, the highest score was 75 only one students and the lowest score was 45 (2 students). After carried out the pre-test, researcher conducted treatment in the experimental class in several meetings. In the last, the researcher gave post-test. From the data can be seen that the maximum score of post-test in the experimental class was 90 (2 students) and the minimum score was 60 (only one students). The mean score of post-test in the experimental class was 75.83. Moreover, in control class the researcher also gave pre-test and post-test. The result of post-test in control was the highest score 70 (only one students) and the lowest score was 40 (only one students). After gave pre-test, the researcher gave treatment but not used KWL strategy. In control class the researcher taught with conventional teaching. In the last, the researcher gave post-test and the result of post-test was the maximum score 85 (2 students) and the minimum score was 55 (only one student). The mean score of post-test in control was 68.33.

Based on the explanation above, it can be concluded that be students score in the experimental class was higher than in the control class or the learned result of taught analytical exposition text by used KWL strategy was better than conventional strategy. In additional, the researcher found the students in the experimental class was more active than the students in the control class.

According to Ogle, KWL strategy have several advantages, KWL charts elicit students' prior knowledge, sets a purpose for the students to read, and helps students to monitor and track their own comprehension.

Futhermore, the research assumed that used of KWL strategy gave much contribution and a good strategy to be used by the teacher to increasing students english learning especially in teaching reading comprehension at MAN 2 Kerinci.

### 5 CONCLUSION

The purpose of this research was to find out whether there was significant effect of using KWL strategy toward reading comprehension in analytical exposition text. Therefore, to see the significant effect the researcher analyzed data from the result of test that had been carried out. Based on the result, there are significant difference in the achievement between students in class experimen who were taught using KWL strategy and the students in control class who were not.

Teaching reading of analytical exposition text by using KWL has given a positive influence, shown from mean score of post-test. The mean score of first class which used KWL strategy is bigger (85) than the mean of second class (68,33) which used conventional teaching and based on the result of hypothesis the researcher found $t_{account} > t_{table} = 6.13 > 1.69$ it mans that $H_0$ is rejected and $H_i$ is accepted. Based on those explanation above, it could be concluded that KWL strategy had a significant improvement toward students reading comprehension in analytical exposition text at the second grade students of MAN 2 Kerinci in academic years 2018/2019.

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