

SURAT TUGAS

Nomor : B-2008/Un.26/KP.01.2/07/2025

- Menimbang
1. Bahwa dalam rangka memenuhi Tri Dharma Perguruan Tinggi Pada UIN Sjech M. Djamil Djambek Bukittinggi
 2. Maka Perlu diutus Dosen UIN Sjech M. Djamil Djambek Bukittinggi untuk melaksanakan penelitian
- Dasar
1. Surat Izin Penelitian dari Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) UIN Sjech M. Djamil Djambek Bukittinggi No: B-484/Un.26.6/TL.00/07/2025 tanggal 10 Juli 2025
 2. Instruksi Pimpinan UIN Sjech M.Djamil Djambek Bukittinggi

Memberi Tugas

- Kepada
- Elsi Amiza,M.Pd / NIP/NIDN.2021098901 / Dosen
- Untuk
1. Melaksanakan Penelitian dengan Judul "THE EFFECT OF USING DOUBLE-ENTRY DIARIES STRATEGY TOWARD STUDENTS READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 8 MANDAU", pada tanggal 01 Maret 2025 s/d 30 Juni 2025 dengan Jumlah Dana Rp.3,250,000,- .
 2. Menulis laporan setelah melaksanakan kegiatan dimaksud.

Bukittinggi, 14 Juli 2025
A.n. Rektor,
Kepala Biro UAPK



Drs. H. Eramli Jantan Abdullah. MM
NIP.196701041994021001

Tembusan :

1. Rektor sebagai laporan.

SURAT IZIN PENELITIAN

B- 484 /Un.26.6/TL.00/07/2025

Yang bertanda tangan di bawah ini, Ketua Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) UIN Sjech M. Djamil Djambek Bukittinggi, dengan ini menerangkan :

Nama : Elsi Amiza,M.Pd
NIP/NIDN : 2021098901 /
Pangkat/Gol.Ruang : Penata Muda Tingkat I / III/b
Jabatan : Dosen
Tahun Akademik : 2024/2025 Genap
Dana : Rp. 3,250,000,-

Bahwa yang bersangkutan diatas diberikan izin melaksanakan Penelitian dengan Judul "THE EFFECT OF USING DOUBLE-ENTRY DIARIES STRATEGY TOWARD STUDENTS READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 8 MANDAU" dari tanggal 01 Maret 2025 sampai tanggal 30 Juni 2025.

Demikian surat izin ini diberikan untuk dapat digunakan sebagaimana mestinya.

Bukittinggi, 10 Juli 2025

LP2M UIN Sjech M.Djamil Djambek Bukittinggi

Ketua,



Dr.Muhiddinur Kamal,S.Ag,M.Pd,
NIP.197402102005011007

**THE EFFECT OF USING DOUBLE-ENTRY DIARIES STRATEGY
TOWARD STUDENTS READING COMPREHENSION AT ELEVENTH
GRADE OF SMAN 8 MANDAU**

Siti Rahma¹, Elsi Amiza²

Email:

sitiirhmaa024@gmail.com

elsiamiza@uinbukittinggi.ac.id

ABSTRACT

This research aims to investigate the impact of using the double-entry diaries strategy toward students reading comprehension at eleventh grade of SMA 8 Mandau. The researcher found that students lack of to understand the text read; they lacked of ability to find specific information; making inferences from the information implied in the text, or determine the main idea in the text. This research used a quasi-experimental design to compare an experimental class and a control class. The samples used were class XI.2a as the experimental class and class XI.1a as the control class. The results of reading comprehension test before and after treatment were used to collect data. this research was used Paired sample t-test supported the first hypothesis, with a significant effect (8,500) higher than (1.690) for 35 df in reading comprehension. The independent sample t-test also supported the second and third hypotheses, with (2.472) higher than (1.997) for 0,025 significant. The researcher concluded that the using of the double-entry diaries strategy significantly effect on students reading comprehension at eleventh grade of SMAN 8 Mandau. Students who were taught by using the double-entry diaries strategy showed improved reading comprehension compared to students who were not taught by using the double-entry diaries strategy. The use of double-entry diaries as a teaching tool improved the reading comprehension of English class students.

Key words: Teaching Reading Comprehension Double-Entry Diaries Strategy.

INTRODUCTION

Reading is a skill that helps students get meaning from the text, and they combine the text information with their knowledge. According to Harmer (2021), reading helps students learn language. Students will improve their reading ability the more they read as long as they have a basic understanding of the material. Children's vocabulary, spelling, and writing skills are all improved by reading. Additionally, the findings of Nunan (2003) study in order to comprehend what is written in a text, readers must integrate what is said in the text with what they already know. The previous of Kendeou et al (2016) to effectively and efficiently handle difficult reading situations, one must have a thorough understanding of the various processes that comprise reading comprehension.

In addition, reading can also be interpreted as reading comprehension both to understand background knowledge, find main ideas or main ideas and make conclusions whose results are useful for students or others. Amanda & Dewi (2021) Reading becomes one of the language skills that must be mastered by the language learner to get information from books or texts that is used to enrich their knowledge. Assisted by Lika (2017) research the basis of reading comprehension, a complex cognitive ability, is the creation of new knowledge and the ability to combine it with existing knowledge to form new schemas and perspectives. From previous research mentions reading comprehension is the basics of a new view of reading that makes it a cognitive skill in helping to comprehend the contents of a text. Another proponent of reading comprehension is Wolley (2011), reading comprehension is the process of making sense of a reading text that aims to understand the text as a whole and deduce meaning from individual words or sentences and another research of Clarke et al (2014) the context for the reader's reaction to the text is what creates a deeper understanding of reading comprehension. Syafitri et al (2022) Reading comprehension is the process of communication that involves students in getting information from the text. Then, the researcher takes the conclude from the above research that reading comprehension helps a student's performance in understanding the text or material

from what they read during English language learning besides that the purpose of reading comprehension makes it simpler for students to comprehend without having to read the full text.

From the explanation of reading comprehension, an effective and efficient strategy is needed to facilitate students in understanding reading texts. In this study, researcher using double-entry diaries to help students understand a reading text. From the explanation of reading comprehension, an effective and efficient strategy is needed to facilitate students in understanding reading texts. The researcher used the double-entry diaries to help students comprehend a reading text. The double-entry diaries strategy was created by Cris Tovani in his book entitled "*do I really have to teach reading... content comprehension grades 6-12*" according to Tovani, 2000) Students can use double-entry diaries as an "access tool" to organize their ideas. Similar to highlighting text or using sticky notes, access tools allow students to read more slowly and start keeping track of their ideas. Double-Entry Diaries strategy as a reading comprehension tool that helps students to capture their thoughts and can force them to go deeper into the reading (Tovani, 2023) . And citations from Buehl (2023) when considering class texts, the Double Entry Diaries encourages students' critical comprehension skills such as making connections with existing knowledge, creating mental images, asking questions, making inferences, and resolving misconceptions.

Apart from the few books found, Gallina (2007) supporting studies that have used the double-entry diaries strategy for reading comprehension are The Double-Entry Diaries encourages students to reflect on their reading by writing specific passages and using illustrations to visualize, summarize, and interpret the author's meaning, rather than connecting to previously learned material and another previous of text Vivin Krismawanti Modjanggo (2020) Double-entry diaries enhance students' vocabulary, comprehension, and retention by activating past knowledge, fostering collaborative learning, and creating an interactive environment between the reader and the, the last one of previous Amin (2012)

double entry diaries strategy allows students to read text, discuss problems with friends, and enhances their speaking abilities through class discussions.

Based on preliminary research through observation and interviews from November 13 to May 2024, with the tenth-grade students and the English teacher at SMAN 8 MANDAU, the researcher found several issues in reading, particularly on reading comprehension. During the observation the researcher entered the classroom with the English teacher who teaches tenth grade. Students' proficiency in the English language is still lacking, particularly in reading comprehension, as their limited vocabulary makes it challenging for them to comprehend the teacher-provided texts. Results from student interviews show that they do not understand some vocabulary to grasp the meaning of a sentence due to a lack of vocabulary and an environment that does not use English as well. Second, students have difficulty making inferences, where they lack understanding of the reading content in interpreting words correctly and fluently, resulting in students feeling unconfident when reading and bored with reading texts in English. Third, based on observations, the strategy used by the teacher in the classroom is a conventional method of teaching students on reading comprehension, where the teacher gives reading comprehension examples and explains the subject matter. The teacher makes use of skimming and scanning techniques in students' reading comprehension, which are also adjusted to the students' needs in understanding the content of the reading text.

From the explanation above, it can be inferred the eleventh-grade students at SMAN 8 Mandau need an effective and efficient strategy to improve their reading comprehension in texts, and it should also be adjusted according to the students' skill levels in understanding the content of the text. In this research, the researcher has previously explained a double-entry diaries strategy supported by several other researchers, which can help improve students' reading comprehension in drawing conclusions, forming their own thoughts about the reading text, creating questions, and connecting main ideas or background knowledge present in the reading text. Therefore, the researcher uses the quantitative method with an experimental

research design entitled “The Effect of Using Double-Entry Diaries Strategy Toward Students Reading Comprehension at Eleventh Grade of SMAN 8 Mandau”.

METHOD

In this research, the methodology used quantitative, with an experimental research design. Previous of Gay & Mills (2017) Testing hypotheses to create independent variables, regulating other variables, and tracking their effects on dependent variables are all part of experimental research. According to Soegiyono (2013), Quantitative research is a method that uses measurable data to test hypotheses. This involves data collection using statistical instruments to test addressing research questions, minimizing variables to particular hypotheses, and applying cause-and-effect reasoning. This method is used to investigate a specific population or sample, involving measurement, observation, and data testing. According to Gay & Mills (2017) A sample is a set of individuals, objects, or events that represent the characteristics of a larger group, used in quantitative studies to determine population performance.

Understanding how the double-entry diary strategy affects students' reading comprehension was the driving force behind this research. Cluster random sampling helped the researcher identify the classes where students struggled with reading comprehension. The study's experimental and control groups were hand-picked by the researcher. We need to collect information from the experimental and control groups' pre- and post-test scores, the researcher used a test consisting of 20 multiple choice questions. According to Fauzi & dkk (2022), instruments in research mean discussing data, because data has an important place in research. According to Danuri & Maisaroh (2019) the population refers to the entire research subject, including people, objects, events, values, and things, which is a generalization region studied by researchers for conclusions. The researcher identified 3 problematic classes, namely XI.1a, XI.2a, and XI.1c, with scores below the school average, which is the predetermined KKTP of 70. The purpose of using multiple-choice tests as an instrument is to collect data that assesses students' ability to understand texts and answer questions provided by the researcher.

FINDINGS AND DISCUSSIONS

Findings

This section presents the research findings regarding the impact of using the double-entry diaries strategies on the comprehension of eleventh graders at SMAN 8 Mandau. Results from both the experimental and control groups' pre- and post-tests formed the basis of the findings.

1. Description of the data

This research involved eleventh grade students at SMAN 8 Mandau, divided into control and experimental groups. Cluster random sampling was used to choose the experimental class, while the XI.1a class served as the control. An objective score was used for the test, which was given twice, before and after treatment. The study involved 72 students in the test before treatment, 36 in the experimental class, and 36 in the control class.

a. Test result before the experimental class and control class were given treatment

The purpose of the pre-treatment assessment was to compare the reading comprehension methods of students in the experimental and control groups who had kept double-entry diaries. Prior to both the experimental and control groups' enrolment, the results of the tests were listed in the table below:

Table 4.1 Test before treatment result

Test before treatment result	Experiment class	Control class
Mean	43,47	45,13
Standard deviation	12,63	12,84
Variant	159,742	164,980
Max	65	70
Min	15	20

The results of the test from the experimental and control groups were examined prior to treatment. The experimental class mean score was 43.47; the lowest and highest scores were 15 and 65, respectively. The control class mean score was 45.13, while the lowest and highest scores were 20 and 70, respectively. For the data analysis, SPSS 20 was used. The reading comprehension strategy used in the two classes differed significantly.

b. Test result after experimental and control class treatment

Students took a test to evaluate their reading comprehension strategies after receiving the treatment. The most recent meeting included a post-test for both the experimental and control groups. Results from post-treatment tests taken by both the experimental and control groups are shown in the table below:

Table 4.2 after treatment result

Test after treatment result	Experiment class	Control class
Mean	60,69	56,25
Standard deviation	7,66	7,87
Variant	58,790	61,964
Max	80	70
Min	50	40

For the research, two sets of respondents had their test findings analysed. The mean of 60.69 and a standard deviation of 7.66. The lowest score was 50, while the highest score was 80. All of the standard deviations, variances, maximums, and minimums were calculated using SPSS 20. In contrast, the control group exhibited the following metrics: mean 56.25, and standard deviation 7.87. All of the metrics for the control group fell below the mean, including the variance, standard deviation, maximum, and minimum values. The data suggest that the two groups' test scores and results are different.

2. The normality and homogeneity test

a. Normality test

One way to check if your data is normally distributed is to use a data normality test. For the purpose of conducting the Independent Sample T-test and Paired Sample T-test tests, researchers in this study utilized the Kolmogorov Smirnov data normality test on both the experimental and control classes. We used SPSS version 20 to analyse the data. Here is a rundown of what this study found:

One-Sample Kolmogorov-Smirnov Test					
		pretestexperimental	posttestexperimental	pretetstcontrol	posttestcontrol
N		36	36	36	36
Normal Parameters ^{a,b}	Mean	43.4722	60.6944	45.1389	56.2500
	Std. Deviation	12.63891	7.66744	12.84446	7.87174
Most Extreme Differences	Absolute	.142	.148	.143	.146
	Positive	.110	.148	.143	.146
	Negative	-.142	-.129	-.122	-.117
Kolmogorov-Smirnov Z		.850	.890	.859	.879
Asymp. Sig. (2-tailed)		.465	.407	.451	.423

a. Test distribution is Normal.

b. Calculated from data.

Table 4.3 shows that the significant level for the experimental class pre-test normalcy was 0.465. Also, in the pre-test, the control group got a significance score of 0.451. Since the exhibited significance is more than $\alpha = 0.05$ ($0.465 > 0.05$; $0.451 > 0.05$), it may be inferred that the data in both classes follow a normal distribution. The significance of normality for the control class is 0.423, whereas the experimental class's post-test results reveal a value of 0.407. Both categories have a

significance level higher than $\alpha = 0.05$ ($0.407 > 0.05$; $0.423 > 0.05$), indicating that the data also follow a normal distribution.

b. Homogeneity test

Following the normalcy test, researchers used SPSS version 20's Levene Statistic to examine the pre-test's homogeneity at the 0.05 level of significance. Here is a rundown of what the homogeneity test for pre-test data looked like:

Table 4.4 Pre-test of Homogeneity of variance

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.156	1	70	.694
	Based on Median	.096	1	70	.757
	Based on Median and with adjusted df	.096	1	68.922	.757
	Based on trimmed mean	.121	1	70	.729

In Table 4.4, we can observe that the significance value is more than 0.05. The homogeneity pre-test a significance level of 0.694, suggesting that the data distribution in the experimental and control classes is identical.

Table 4.5 Post-test of Homogeneity of variance

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.124	1	70	.725
	Based on Median	.060	1	70	.807
	Based on Median and with adjusted df	.060	1	69.979	.807
	Based on trimmed mean	.166	1	70	.685

The post-test scores in both classes also show greater than $\alpha = 0.05$, with a significant value of 0.725 ($0.725 > 0.05$), as shown in table 4.5 below. Consequently, it can be concluded that the post-test results are consistent.

3. Hypothesis test

a. The first hypothesis

The result of the first hypothesis in this research whether there was a significant effect of using the double-entry diaries strategy on students' reading comprehension, the researcher used a paired sample t-test compared with the t-table. The H_a was accepted if $\text{Sig (2-tailed)} < 0.05$, and the H_a was rejected if $\text{Sig (2-tailed)} > 0.05$.

Table 4.6 Paired Sample T-Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretestexperiment - posttestexperiment	-17.22222	12.15639	2.02606	-21.33535	-13.10909	-8.500	35	.000

From the results of data analysis, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted because $t_{obtained}$ (8.500) was greater than t_{table} (1.690) for df 35 with a level of significance of 0.05. The null hypothesis (H_0) was also rejected, and the alternative hypothesis (H_a) was accepted because the sig (2-tailed) value of 0.000 was smaller than the sig value of 0.05. It was concluded that there was a significant effect of using the double-entry diaries strategy toward students' reading comprehension.

b. The second hypothesis

In the second hypothesis, there was a significant difference between students who were taught by using double-entry diaries

strategy and students who were not taught double-entry diaries strategy on students' reading comprehension. The researcher used independent sample t-test compared with the t-table.

Table 4.7 Independent Ssample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
EXPERIMENT DAN CONTROL	Equal variances assumed	.124	.725	2.427	70	.018	4.4444	1.8315	.7917	8.0972
	Equal variances not assumed			2.427	69.952	.018	4.4444	1.8315	.7917	8.0972

From the results of data analysis, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted because $t_{obtained}$ (2.472) was greater than t_{table} (1.997) for df 70 with a level of significance of 0.025. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted because the sig value (2-tailed) 0.018 was smaller than the sig value of 0.025. The use of alpha 0.025 in independent sample analysis was based on the two-group hypothesis. The significance level was set at 0.05, indicating that there was a significant difference between the groups. It was concluded that there was a significant difference between students who were taught by using double-entry diaries strategy and students who were not taught by using double-entry diaries strategy on reading comprehension.

c. The third hypothesis

In the third hypothesis, there was a significant difference between students who were taught by using double-entry diaries

strategy and students who were not taught double-entry diaries strategy on students' reading comprehension. The researcher used independent sample t-test compared with the t-table.

Table 4.8 Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
EXPERIMENT DAN CONTROL	Equal variances assumed	.124	.725	2.427	70	.018	4.4444	1.8315	.7917	8.0972
	Equal variances not assumed			2.427	69.952	.018	4.4444	1.8315	.7917	8.0972

From the results of data analysis, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted because $t_{obtained}$ (2.472) was greater than t_{table} (1.997) for df 70 with a level of significance of 0.025. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted because the sig value (2-tailed) 0.018 was smaller than the sig value of 0.025. The use of alpha 0.025 in independent sample analysis was based on the two-group hypothesis. The significance level was set at 0.05, indicating that there was a significant difference between the groups. It was concluded that there was a significant difference between students who were taught by using double-entry diaries strategy and students who were not taught by using double-entry diaries strategy on reading comprehension.

All alternative hypotheses are accepted and all null hypotheses are rejected according to the results shown above. This indicates that keeping a reading diary has a significant impact on

students' reading comprehension and also makes a difference in their reading comprehension. As a last point, it's preferable to use double-entry diaries to enhance kids' reading comprehension rather than not utilizing them at all.

DISCUSSIONS

Tovani (2000) claims that by giving students a place to record their thoughts and feelings about a book, Double-Entry Diaries can help them understand what they read more thoroughly. In Double-Entry Diaries, readers are encouraged to use critical comprehension skills such as making connections to previous knowledge, creating mental images, asking questions, drawing conclusions, and clarifying misconceptions when thinking about classroom text. That using Double-Entry Diaries helped students understand what they read.

Here are a few of the benefits that Buehl (2023) claims using double-entry diaries can have on students' ability to understand what they read: (a) They learn to think critically by engaging in activities like drawing on their own knowledge, asking thought-provoking questions, and identifying the most important details. (a) Developing skills in diverse strategies to comprehend school topics and taking personal responsibility for one's own comprehension are encouraged. (c) Students keep track of their ideas in writing so they may refer back to them throughout class, study for exams, and ask for help when they need it. (d) This approach highlights how understanding a text is an interactive process that incorporates both the author's and the reader's input.

This method is equally at home in classroom settings when students are more relaxed. Specifically, teachers use this in class to help students better understand what they read by having them keep a double-entry diaries. Through unrestricted expression, students cultivate the ability to think critically. In line with earlier studies, this one confirms that students' reading comprehension can be enhanced through the use of double-entry diaries by providing evidence in the form of replies to three hypotheses.

By embracing all alternative hypotheses (H_a), this research tackles the problem formulation from chapter one. According to the first hypothesis, students' reading comprehension is much enhanced when they use a double-entry diaries strategy. The claim made by Cris Tovani that the double-entry diaries strategy has the potential to improve students' critical thinking is supported by this. Students' reading comprehension significantly improved, according to the study.

Students' reading comprehension is greatly enhanced when they utilize double-entry diaries, according to the second hypothesis. This is because students are now more involved in their own reading education. There are notable disparities in the pre- and post-test methods of the experimental class when compared to the control class on tests that ask students to question the content of the diary steps.

The third hypothesis states that compared to strategies lacking a double-entry diary, students' reading comprehension strategies utilizing one are superior. Students' methods and involvement are enhanced by using double-entry diaries, according to research. This provides more evidence that keeping a double-entry diary can be an effective strategy for improving students' and instructors' reading comprehension skills in the English language classroom.

CONCLUSION

From explanation above, the results of the research and discussions that have been previously discussed, it can be concluded that:

1. There was a significant effect of using Double-Entry Diaries on the student's reading comprehension at eleventh grade at SMAN 8 Mandau.? It can be seen from the result of statistical analysis by using paired sample t test. From the results of the data analysis, the null hyphothesis (H_0) was rejected and the alternative hyphothesis (H_a) was accepted because $t_{obtained}$ (8,500) was higher than t_{table} (1,690) for df 35 with the level of significant 0,05. The null

hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because the sig value (2-tailed) 0,000 less than sig value 0,05. It can be concluded that there was a significant effect of using double-entry diaries toward students reading comprehension.

2. There was a significant difference between students who were taught Double-Entry Diaries strategy and who were not taught the Double-Entry Diaries strategy on reading comprehension? It can be seen from the results of the statistical analysis using the independent sample test where the data analysis results show that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because (2,472) is higher than (1.997) for df 70 with a significance level of 0.025. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because the 2-tailed sig value of 0.018 is smaller than the sig value of 0.025. It can be concluded that there is a significant influence of using double-entry diaries on students' reading comprehension.
3. There was a significant difference student who were taught by using double-entry diaries strategy better than students who were not by using double-entry diaries strategy on reading comprehension. It can be seen from the results of the statistical analysis using an independent sample t-test where the data analysis results show that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because (2,472) is higher than (1.996) for df 70 with

a significance level of 0.025. The null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted because the 2-tailed sig value of 0.018 is smaller than the sig value of 0.025

REFERENCES

- Amanda, T. M., & Dewi, M. P. (2021). The Correlation Between Students' Metacognitive Awareness and Reading Comprehension. *Modality Journal: International Journal of Linguistics and Literature*, 1(2), 105. <https://doi.org/10.30983/mj.v1i2.5123>
- Amin, B. (2012). Double entry diary strategy for the students' reading comprehension. *English Education Department*, 1(1), 25–34. <https://scholar.google.com/scholar?double+entry+diary+strategy+for+reading+comprehension>.
- Buehl, D. (2017). Classroom Strategies for Interactive Learning. In D. Buehl (Ed.), *Classroom Strategies for Interactive Learning* (fourth edi). <https://doi.org/10.4324/9781032680842>
- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2014). Developing reading comprehension. In P. J. Clarke, E. Truelove, C. Hulme, & M. J. Snowling (Eds.), *Developing Reading Comprehension* (first edit). Wiley Blackwell. <https://doi.org/10.1002/9781118606711>
- Danuri, & Maisaroh, S. (2019). Metodologi penelitian. In Danuri & S. Maisaroh (Eds.), *Samudra Biru* (first edit). samudra biru.
- Fauzi, A., & dkk. (2022). Metodologi Penelitian. In A. Fauzi & dkk (Eds.), *Suparyanto dan Rosad (2015*. CV. PENA PERSADA. penapersada.com
- Gallina, S. A. E. (2007). Literacy Strategies in Middle School Science Classrooms . *Fisher Digital Pub*, 1, 89. https://fisherpub.sif.edu/matches_etd_masters
- Gay, lorraine R., & Mills, geoffrey E. (2017). *Educational Research: Competencies for Analysis and Applications* (lorraine R. Gay & geoffrey E. Mills (eds.); eleventh e, Vol. 01). person education. www.pearsonglobaleditions.com
- harmer, jeremy. (2021). How to teach English. In jeremy harmer (Ed.), *Scientific Bulletin* (series edi, Vol. 4). person education. <https://doi.org/10.54414/mzlv3216>
- Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Reading Comprehension:

Core Components and Processes. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 62–69. <https://doi.org/10.1177/2372732215624707>

Lika, M. (2017). Teaching Reading Comprehension Strategies Through a. *Academic Journal of Business, Administration, Law and Social Sciences*, 3(May), 1–167.

Modjanggo, vivin K. (2020). DOUBLE ENTRY DIARIES: A STRATEGY FOR TEACHING READING COMPREHENSION Vivin Krismawanti Modjanggo. *Journal of English Teaching*, 1, 37–40. [http://download.garuda.kemdikbud.go.id/article.php?article=1623390&val=18074&title=Double Entry Diaries A Strategy for Teaching Reading Comprehension](http://download.garuda.kemdikbud.go.id/article.php?article=1623390&val=18074&title=Double%20Entry%20Diaries%20A%20Strategy%20for%20Teaching%20Reading%20Comprehension)

Singhasiri, W. (2012). Practical English Language Teaching: Reading. In Nunan David (Ed.), *rEFlections* (first edit, Vol. 15). McGraw-Hill. <https://doi.org/10.61508/refl.v15i0.114220>

Soegiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Soegiyono (ed.)). CV. alfabeta. www.cvalfabeta.com

Syafitri, W., Safitri, L., & Nasir, M. (2022). the Effect of Using Repeated Reading Strategy Toward Students' Reading Comprehension. *ELP (Journal of English Language Pedagogy)*, 7(2), 43–51. <https://doi.org/10.36665/elp.v7i2.636>

Tovani, C. (2023). *Do I Really Have to Teach Reading?* (C. Tovani (ed.)). Routledge. <https://doi.org/10.4324/9781032681030>

Wolley, G. (2011). Reading comprehension: Assisting children with learning difficulties. In G. Wolley (Ed.), *Springer Dordrecht Heidelberg London New York*. Springer Netherlands. <https://doi.org/10.1007/978-007-1174-7>

RENCANA ANGGARAN BIAYA (RAB)

Judul Artikel: **THE EFFECT OF USING DOUBLE-ENTRY DIARIES STRATEGY TOWARD STUDENTS READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 8 MANDAU**

NO	URAIAN KEBUTUHAN	VOLUME	SATUAN	SATUAN BIAYA	JUMLAH
1	HAKI	1	Permohonan	400.000	400.000
2	Jurnal	1	Naskah	850.000	850.000
	JUMLAH TOTAL				1.250.000

Penulis,







Elsi Amiza, M.Pd

DAFTAR HADIR

HARI/TANGGAL : Senin/14 APRIL 2025

WAKTU : 09.00-10.30

AGENDA : SEMINAR PROPOSAL PENELITIAN

NO	NAMA	JABATAN	TANDA TANGAN
1.	Elsi Amiza	Dosen	
2.	Hurriyatus Saadiah	Dosen	
3.	Febri Yenni	Dosen	
4.	Wira Wahyuni	Dosen	
5.	Hayati	Dosen.	