

**THE EFFECT OF TWO STAY TWO STRAY TECHNIQUE  
ON READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS  
OF MTS ISLAMIYAH OF PALANGKARAYA  
IN ACADEMIC YEAR 2015/2016**

**THESIS**

**Presented to the Language Education Department of the Faculty of Teacher  
Training and Education of the State Islamic Institute of Palangka Raya  
In Partial Fulfillment of the Requirements  
For the Degree of *Sarjana Pendidikan Islam***



By:

**SITI HAJAR**  
**NIM. 1101120697**

**THE STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTEMENT  
STUDY PROGRAM OF ENGLISH EDUCATION  
1437 H/2015 M**

## APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the thesis : The Effect of Two Stay Two Stray Technique on Reading Comprehension of the Eighth Grade Students of MTs. Islamiyah Palangkaraya in Academic Year 2015/2016  
Name : Siti Hajar  
SRN : 1101120697  
Faculty : Tarbiyah and Teacher Training  
Department : Language Education  
Study Program : English education  
Level : S -1

Palangka Raya, 10<sup>th</sup> November 2015

### Approved by

Advisor I,



Luqman Baehaqi, M.Pd  
ORN. 19800823 201101 1 055

Advisor II,



Zulida Arifa, M.Pd  
ORN.

The Vice Dean 1 of Academic



Dra. Hj. Rodhatul Jennah, M.Pd  
ORN. 19671003 199303 2 001

The Secretary of Language  
Education Department



Santi Erliana, M.Pd  
ORN. 19801205 200604 2 003

## PERSETUJUAN KOMITE PEMBIMBING SKRIPSI

Judul Skripsi : Pengaruh Teknik Two Stay Two Stray pada pemahaman Bacaan pada Siswa Kelas Delapan di MTs. Islamiyah Palangkaraya Tahun Ajaran 2015/2016  
Nama : Siti Hajar  
NIM : 1101120697  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa  
Program Studi : Tadris Bahasa Inggris  
Jenjang : S -1

Palangka Raya, 10 November 2015

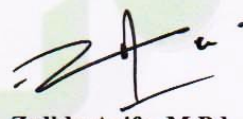
### Menyetujui

Pembimbing I,

Pembimbing II,



Luqman Bachaqi, M.Pd  
NIP. 19800823 201101 1 055



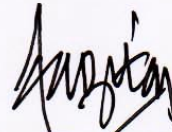
Zulida Arifa, M.Pd  
NIP.

Wakil Dekan 1 Bidang Akademik

Sekretaris Jurusan Pendidikan  
Bahasa



Dra. Hj. Rodhatul Jennah, M.Pd  
NIP. 19671003 199303 2 001



Santil Erliana, M.Pd  
NIP. 19801205 200604 2 003

### LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitles **The Effect of Two Stay Two Stray Technique on Reading Comprehension of the Eighth Grade Students of Mts.Islamiyah of Palangkaraya in academic year 2015/2016** in the name of SITI HAJAR, and her Students Registration Number is 1101120697. It has been examined in the board of examiners of the State Islamic Institute of Palangka Raya on:

Day : Tuesday

Date : 10<sup>th</sup> November 2015

Palangka Raya, 10<sup>th</sup> November 2015  
Board of Examiners:

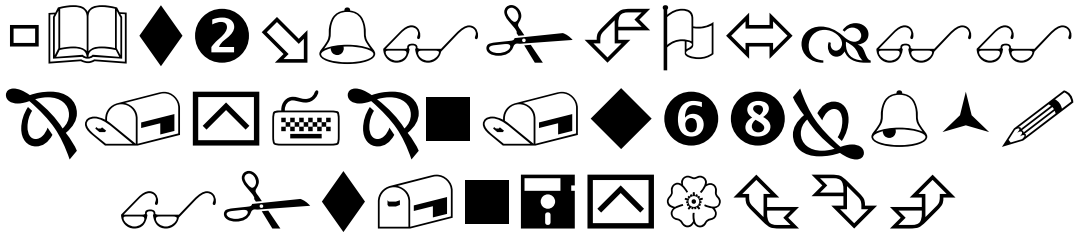
1. **Sabarun, M.Pd**  
The Head of Examiner/Member 1 (.....)
2. **Santi Erliana, M.Pd**  
Examiner 1/Member 2 (.....)
3. **Luqman Baehaqi, M.Pd**  
Examiner 2/Member 3 (.....)
4. **Zulida Arifa, M.Pd**  
Secretary/Member 4 (.....)

The Dean of Faculty of Teacher Training and  
Education of State Islamic Institute of Palangka  
Raya

**Drs. Fahmi, M.Pd**  
ORN. 19610520 199903 1 003

MOTTO

*Her&*



Proclaim! (or read!) In the name of Allah and Cherisher,  
who created.

(QS.Al.Alaq)

## DECLARATION OF AUTHENTICATION


In the name of God,

I myself make declaration that this thesis entitles **THE EFFECT OF TWO STAY TWO STRAY TECHNIQUE ON READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF MTS.ISLAMIAH PALANGKA RAYA IN ACADEMIC YEAR 2015/2016** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list references.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, 10<sup>th</sup> November 2015

My Own Declaration



METERAI  
TEMPEL  
8BF30ADF537842741  
6000  
ENAM RIBU RUPIAH

SITI HAJAR  
SRN.1101120697

**THE EFFECT OF TWO STAY TWO STRAY TECHNIQUE  
ON READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS  
OF MTS.ISLAMIAH PALAGKARAYA  
IN ACADEMIC YEAR 2015/2016**

**ABSTRACT**

Two Stay Two Stray technique is a group in Cooperative Learning and the groups will share information with other groups using the stay and stray technique. The eighth grade students of MTs.Islamiyah Palangkaraya still have difficulties to comprehend the text well, especially in descriptive text. Therefore, it is needed to conduct a research to measure the effect of Two Stay Two Stray technique on reading comprehension of the eighth grade students of MTs.Islamiyah Palangkaraya in academic year 2015/2016. The problem of the study is” is there the effect of Two Stay Two Stray technique on reading comprehension of the eighth grade students of MTs.Islamiyah Palangkaraya in academic year 2015/2016.

Type of the study is quasi- experimental; the design of the study use quantitative approach to find out the problem of the study. There were two classes becoming sample of the study, they were class VIII C as the experimental group and VIII D as the control group, and the total number was 49 students. The writer gave a pre-test to gain the first students’ reading score. After gaining the pre-test score, the writer gave treatment by using Two Stay Two Stray Technique to the experimental group, while gave the lesson as usual to the control group. After that, the writer gave post-test to the both experimental and control group to gain the students’ final score. To examine the hypothesis, the writer used t-test formula. In addition, the writer used SPSS 21.0 program to compare the data.

The result of t test using manual calculation shows that the calculated value ( $t_{\text{observed}}$ ) is higher than  $t_{\text{table}}$  at 5% and 1% significance level or  $2.021 < 4.255 > 2.704$ . The result of t-test using SPSS 21.0 calculation indicates that the calculated value ( $t_{\text{observed}}$ ) is also higher than  $t_{\text{table}}$  at 5% and 1% significance level or  $2.021 < 4.786 > 2.704$ . This indicates that the alternative hypothesis stating there is the effect of Two Stay Two Stray Technique on reading comprehension of the eighth grade students of MTs.Islamiyah Palangkaraya is accepted and  $H_0$  stating that there is no effect of Two Stay Two Stray Technique on reading comprehension of the eighth grade students of MTs.Islamiyah Palangkaraya is rejected. Therefore, teaching reading comprehension using Two Stay Two Stray technique of the eighth grade students of MTs.Islamiyah Palangka Raya is effective at 5% and 1% significance level. This technique is recommended for teaching reading comprehension, especially descriptive text.

**Key words :** Effect, Two Stay Two Stray Technique and Reading Comprehension.

**PENGARUH TEKNIK TWO STAY TWO STRAY PADA PEMAHAMAN  
BACAAN PADA SISWA KELAS DELAPAN DI MTS.ISLAMİYAH  
PALANGKARAYA TAHUN AJARAN 2015/2016**

**ABSTRAK**

Teknik Two Stay Two Stray adalah bagian dari Pembelajaran Kooperatif dan kelompok berbagi informasi dengan kelompok lain menggunakan teknik tinggal dan bertamu. Siswa kelas delapan di MTs. Islamiyah Palangkaraya masih mempunyai kesulitan-kesulitan memahami teks dengan baik, khususnya teks deskriptif. Oleh karena itu, perlu dilakukan sebuah penelitian untuk memastikan pengaruh teknik Two Stay Two Stray pada pemahaman bacaan pada siswa kelas delapan MTs. Islamiyah Palangkaraya tahun ajaran 2015/2016. Rumusan masalah “Apakah ada pengaruh teknik Teknik Two Stay Two Stray pada pemahaman bacaan pada siswa kelas delapan di MTs. Islamiyah Palangka Raya tahun ajaran 2015/2016.

Jenis penelitian adalah Kuasi Experimental, bentuk penelitian menggunakan bentuk pendekatan kuantitatif untuk menemukan masalah penelitian. Terdapat dua kelas yang menjadi sampel penelitian, kelas VIIIC sebagai kelompok eksperimen dan VIIID sebagai kelompok control, dan jumlah keseluruhan 49 siswa. Penulis memberikan pra-uji untuk memperoleh skor awal membaca siswa. Setelah memperoleh skor pra-uji, penulis memberikan perlakuan dengan menggunakan teknik Two Stay Two Stray kepada kelompok eksperimen, sementara itu, memberikan pelajaran seperti biasa kepada kelompok control. Setelah itu, penulis memberikan paca-uji kepada kelompok eksperimen dan control untuk memperoleh skor akhir. Untuk menentukan hipotesa, penulis menggunakan rumus t-test. Selain itu, penulis menggunakan program SPSS 21.0 untuk membandingkan data.

Hasil t-test menggunakan perhitungan manual menunjukkan bahwa nilai yang dihitung (t-test) lebih besar dari t-tabel pada tingkat signifikansi 5% dan 1% atau  $2.021 < 4.255 > 2.704$ . Hasil t-test menggunakan SPSS 21.0 perhitungan mengindikasikan bahwa nilai yang dihitung (t-hitung) juga lebih besar dari t-tabel pada tingkat signifikansi 5% dan 1% atau  $2.021 < 4.786 > 2.704$ . Hal ini menunjukkan bahwa hipotesa alternative menyatakan bahwa ada pengaruh yang signifikan pada teknik Two Stay Two Stray pada pemahaman membaca pada siswa kelas delapan di MTs. Islamiyah Palangkaraya diterima dan nol hipotesa menyatakan bahwa tidak ada pengaruh yang signifikan pada teknik Two Stay two Stray pada pemahaman membaca siswa kelas delapan di MTs. Islamiyah Palangkaraya ditolak. Oleh karena itu, mengajar pemahaman membaca menggunakan teknik Two Stay Two Stray pada siswa kelas delapan di MTs. Islamiyah efektif pada tingkat signifikansi 5% dan 1%. Teknik ini direkomendasikan untuk mengajar pemahaman bacaan khususnya deskriptif teks.

**Kata Kunci :** Pengaruh, Teknik Two Stay Two Stray, dan Pemahaman Bacaan.



## ACKNOWLEDGMENTS

Alhamdulillah and praise belong to Allah the Almighty, because of His Blessing and Mercy, the writer is able to accomplish this thesis entitled: **THE EFFECT OF TWO STAY TWO STRAY TECHNIQUE ON READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF MTS.ISLAMMIYAH PALANGKA RAYA IN ACADEMIC YEAR 2015/2016**

This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English Program, the Department of Language Education, the State Islamic Institute of Palangka Raya. Many people have contributed guidance, suggestion, and support to improve the writer's thesis, therefore the writer would like to express her greatest gratitude to:

1. Dr. IbnuElmi A.S.Pelu, S.H., M.H., the Director of the State Islamic Institute of Palangka Raya (IAIN), for his direction and encouragement.
2. Drs. Fahmi, M.Pd, the Dean of of the State Islamic Institute of Palangka Raya (IAIN), for his direction and encouragement.
3. Dra. Hj. RodhatulJannah, M.Pd, The Vice Dean 1 of Academic, for her agreement so that the writer can complete the requirements of writing this thesis.
4. SantiErliana, M.Pd The Secretary of Department of Language Education, for her agreement so that the writer can complete the requirements of writing this thesis.
5. M. Zaini Miftah, M.Pd, The chief of the English Education Study Program, for his permission so that the writer can complete the requirements of writing this thesis.
6. LuqmanBaehaqi, M.Pd, as the first advisor, for his guidance, suggestion, and encouragement during the accomplishment of this thesis.
7. ZulidaArifa, M.Pd, as the second advisor, for her valuable guidance, suggestion, and encouragement.

8. H.Tabah Hari Subagio S.Pd, as the headmaster of MTs.IslamiyahPalangka Raya, for the time and opportunity that has been given during the accomplishment of this thesis.
9. HamdiHermanto, S.Pd, as the English teacher of MTs.IslamiyahPalangka Raya, for the time and opportunity that has been given during the accomplishment of this thesis.
10. All of English lecturers of IAIN Palangka Raya.
11. The writer's family who always give support morally and spiritually.
12. Last,all of friends who have helped the accomplishment of this thesis.

The writer realizes that this thesis is not perfect; therefore some constructive critical and suggestion are warmly welcomed. She hopes that may Allah always keeps us on the straight path, rewards, and blesses us for what we do and this writing can be useful for all of us.

**Palangka Raya, 10<sup>th</sup>November 2015**

**The Writer**

**SITI HAJAR**

**SRN.1101120697**

## TABLE OF CONTENT

COVER PAGE.....	i
APPROVAL OF THE THESIS ADVISORY COMMITTEE.....	ii
OFFICIAL NOTE.....	iv
LEGALIZATION OF THESIS EXAMINING COMMITTEE.....	v
DECLARATION OF AUTHENTICCATION .....	vi
ABSTRACT .....	viii
MOTTO .....	x
ACKNOWLEDMENTS .....	xi
DEDICATION .....	xiii
TABLE OF CONTENTS .....	xiv
LIST OF TABLES .....	xvii
LIST OF FIGURES .....	xix
LIST OF ABSERVATION .....	xx
LIST OF APPENDICES.....	xxi
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study.....	1
B. Problem of the Study.....	8
C. Objective of the Study.....	8
D. Assumption of the study.....	8
E. Significances of the Study.....	8
F. Variable of the Study .....	9
G. Definition of the Key Term.....	10
H. Hypotheses of The Study .....	10
I. Scope and Limitation .....	11
J. Frame of Discussion.....	12
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Study .....	14
B. Cooperative Learning.....	18

1. The nature of Cooperative Learning.....	18
2. Elements of Cooperative Learning .....	20
3. Objectives of Cooperative Learning.....	21
4. Organizing group of Cooperative Learning.....	21
5. Cooperative Learning in the Class Room.....	23
6. The Strength and weakness of Cooperative learning .24	
7. Two Stay Two Stray Technique .....	25
8. The advantages and disadvantages of TS-TS Technique	27
9. Teaching Procedures of TS-TS Technique.....	28
C. Reading Comprehension.....	29
1. The Nature of Reading.....	29
2. Level of Reading Comprehension.....	30
3. Assessing Reading.....	31
4. Teaching Reading.....	35
5. Teaching of English at SMP Level.....	35
D. Text Type.....	36
1. Descriptive Text.....	38
<b>CHAPTER III RESEARCH METHOD</b>	
A. Approach and Type Of the Study .....	40
B. Population and sample .....	41
C. Data Collection Procedures.....	43
D. Instrumentation of the Study.....	44
E. Instrument Try Out.....	45
F. Instrument Validity .....	46
G. Instrument reliability.....	65
H. Normality .....	67
I. Homogeneity .....	67
J. Level Of Difficulty .....	68
K. Data Analysis Procedures .....	68

<b>CHAPTER IV RESULT OF THE STUDY</b>	
A. Description of The Data.....	72
B. Test of Normality and Homogeneity.....	93
C. Result of The Data Analysis .....	97
D. Discussion.....	103
<b>CHAPTER V CLOSING</b>	
A. CONCLUSION.....	106
B. SUGGESTION.....	107
REFERENCES .....	109
APPENDICES	

## LIST OF TABLE

<b>TABLE</b>	<b>PAGE</b>
Table 3.1 Description of Quasi-Experiment Design .....	41
Table 3.2 The Population of Study .....	41
Table 3.3 The Sample of Study .....	42
Table 3.4 Content Specification of Items Research Instruments .....	48
Table 3.5 Criteria of Validity .....	65
Table 3.6 Criteria of Reliability .....	67
Table 4.1 Result of pre test and post test score .....	72
Table 4.2 Pre Test and post test Score of Experimental and Control Class .....	75
Table 4.3 Frequency Distribution of the Pretest Score of Experimental Class..	76
Table 4.4 the Table for Calculating Mean, median, modus, Standard Deviation, and Standard Error of Pretest Score	78
Table 4.5 The Result Calculation Mean, Standard Deviation and Standard Error	79
Table 4.6 Frequency Distribution of the Pretest Score of Control Class .....	80
Table 4.7 Frequency Distribution of the Posttest Score of Experimental Class	82
Table 4.8 the Table for Calculating Mean, median, modus, Standard Deviation, and Standard Error of Post-test Score .....	83
Table 4.9 Frequency Distribution of the Post-test Score of Control Class .....	83
Table 4.10 the Table for Calculating Mean, median, modus, Standard Deviation, and Standard Error of Post-test Score .....	86
Table 4.11 The Table for Calculating Mean, Standard Deviation .....	88
and Standard Error of Post-test Score of the Experimental Group	
Table 4.12 The Result Calculation Mean, Standard Deviation and standard Error	89
Table 4.13 Frequency Distribution of the Post test Score .....	90
Table 4.14 The Table for Calculating mean, Standard deviation .....	92
and standard error of Post-test Score	
Table 4.15 The Result Calculation Mean, Standard Deviation and standard ...	93

Table 4.16	Testing Normality of Pre Test Experimental and Control Group...	94
Table 4.17	testing normality of post test experimental and control group.....	95
Table 4.18	Testing Homogeneity of pre Test Experimental and Control Group..	96
Table 4.19	Testing Homogeneity of post Test Experimental and Control Group.	96
Table 4.20	The calculation of T-Test Using SPSS 21.0.....	97
Table 4.21	The Result of T-test Using SPSS 21.0 Program.....	98
Table 4.22	The Standard Deviation and the Standard Error of $X_1$ and $X_2$ .....	99
Table 4.23	the Result of T-test Using Manual Calculation.....	101

## REFERENCES

- Antoni Nurman, *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension*. Vol 11, no.2, 2010.
- Arends Richard I, *Learning To Teach*, Mc Graw Hill Companies: New York, 2008
- Arikunto Suharsimi, *Prosedur Penelitian*, Jakarta: PT. Rineka Cipta, 2006
- Ary Donald et al. *Introduction to Research in Education*, Canada: Wadsworth Cengage Learning 2010.
- Caldwell Joanne Schudt, *Reading Assessment*, the Guilford Press, New York, 2008
- Charles J Anderson, *Assessing reading*, Cambridge University, 2009
- Clark Virginia Petal, *Language Introductory Readings*, New York: St. Martin's Press, 1981
- Cohen Elizabeth G et al, *Teaching Cooperative Learning: The Challenge for Teacher Education*. 2004
- Cohen et al., *Research Method in Education* (Sixth Edition), New York: Taylor & Francis e-Library: 2007
- Creswell John W, *Qualitative and Quantitative Approach*, 1994, California SAGE publications, inc, 1994
- Dwi Sulisworo & Fadiya Suryani, *The Effect Of Cooperative Learning, Motivation, and Information Technology to Achievement*, *International Journal of Learning & Development*, 2014.
- Economic & Social Research Council, *Reading Comprehension : Nature, Assessment and Teaching*
- Erlita Desrina, *Improving Students' Reading Comprehension of Recount Text Through Two Stay Two Stray technique at Grade VIII of SMPN 2 Tilatang Kamang Agam*, *Journal English Language Teaching (ELT)* Volum.1, No.2. 2013
- Fauziati Endang, *Teaching of English as a Foreign Language*, Surakarta: Muhammadiyah Press, 2002
- Felder Richard M and Rebecca Brent, *Cooperative Learning*, Raleigh, State University.
- Gillies Robyn, and Boyle Michael, *Cooperative Learning: A Smart Pedagogy for Successful Learning*, The University of Queensland. 2003
- Grondlund Norman E, *Measurement and Evaluation in Teaching*, New York: Publishing company



- Hanifah, Naning Risty, *The reading comprehension of report text of the the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 taught by using Two Stay Two Stray*. Thesis, 2014.
- Healy Cathy, Reading: What The Expert Say, *The lowdown on the National Reading Panel*
- Heaton J.B, *Writing English Language Test*, England: Longman, 1997
- Hilda Karli and Hutabarat Oditha R.. *Implementasi KTSP Dalam Model- Model pembelajaran*, Bandung: Generasi Info Media, 2007
- Huda Miftahul , *Model-model Pengajaran dan Pembelajaran*, Yogyakarta: Pustaka Belajar,
- Joliffe Wendy, *Cooperative learning in the classroom putting it into practice*, Paul Chapman Publishing, London, 2007
- Lewaherilla August, *Improving Students Reading Comprehension Through Two Stay Two Stray Technique ( A Classroom Action Research to the Students of Class VIII of SMP YPPK Biak in the Academic Year 2010/2011)*, Thesis, 2011
- Mertler Craig A, *Designing Scoring Rubrics for Your Classroom*, Practical Research and Evaluation, 2005
- Mukarto, and Sujatmiko, dkk, *English on Sky 2 for Junior High School Book VIII*, Jakarta: Penerbit Erlangga, 2006
- Najah Triwid Syafarotun, *Statistik Pendidikan*, STAIN Palangka Raya, 2012
- Pan Ching- Ying and Wu Hui-Yi, *The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen*, Vol.16, no.5, 2013.
- Purniati, *Improving Students' Reading Comprehension in Recount Text Through Two Stay Two Stray Technique*, (A Classroom Action Research of the Eight Grade Students of SMP Muhammadiyah 05 Wonosegoro in the Academic Year of 2013/2014), Thesis, 2014.
- Qamariyah Zaitun, *Reading Ability in Identifying Analytical and Hartatory Exposition Text Achieve by the Second Year Students of MAN Model Palangkaraya*, 2007
- Randsdell Marl, *Using Cooperative Learning in Elementary Science Classroom*, (<http://sceaa.org/Cooperative Learning.pdf>)
- Riduwan, *Metode dan Teknik Menyusun tesis* , Bandung: Alfabeta, 2007
- Sapsford Roger & Victor Jupp, *Data Collection and Analysis*, London, Thousand Oaks, 2006

- Serafani Frank, Rethinking Reading Comprehnson,pdf.
- Slavin Robert E, Cooperative learning Success for all, and Evidence- based Reform in Education,2008
- Sudjiono Anas, *PengantarStatistikPendidikan*, Jakarta: Raja GrafindoPersada, 1987
- , Pengantar Evaluasi Pendidikan,PT.Rajagrafindo Persada,Jakarta,2007
- , *Statistik Untuk Penelitian*:Bandung, CV.Afabeta, 2006
- Sukmayati, Applying two stay two stray strategy to improve students reading comprehension.( [http:// Download portal garuda.org/article](http://Download.portal.garuda.org/article))
- Surjeno Tjahjaning Tingastuti, The Effects of One Strays the Rest Strays and Lockstep Technique on the Enhancement of Students' Reading achievements,vol.1,no.1,2011
- Vazquez Guadalupe Granados and Lopez Gustavo Hernánde,*Ten suggestions for solving reading problems in English*, 2008
- White Bozena Kwaitkowska, *Understanding Reading Comprehension in High School Students*.2008
- Wishon George E. and Burks Julia M, *Let's Write English Revised Edition*, New York:American Book Company, 1980
- Woolley G, *Reading Comprehension: Assisting Children with Learning Difficulties*, Springer Science Business Media B.V. 2011

## **CURRICULUM VITAE**



*SitiHajar was born on April 17<sup>th</sup>, 1993 in Warnasari, Kuala Kapuas regency. She was the Eighth child of H.A. Rivani and Hj.Kartini. Her hobbies are reading Qur'an,cooking, and traveling.She graduated from SDN TL-3 in her hometown,in 2005. Then, she attended MTs.Darussalam from 2005-2008. She continued her study at MA.Nahdlatussalam and finished her study in 2011. In order to be English teacher, he entered the State Islamic institute of Palangka Raya in 2011. She has unforgettable experience when she studied at the state Islamic institute of Palangkaraya.*

