

CHAPTER II

LITERATURE REVIEW

This chapter elaborates some theories that researcher applies to conduct this study. It describes both theory and explanation about self-regulated learning, vocabulary mastery, and reading comprehension. The more explanation will be discussed below.

A. Self – Regulated Learning

1. Definition of Self – Regulated Learning

Self-regulated learning is commonly understood to be the essence of independent learning. Bandura's social cognitive theory paved the way for the creation of the theory of self-regulated learning. In accordance with Bandura's theory, learning is a process by which an individual regulates his learning activities, keeps an eye on his motivation and the learning objectives, and governs his behavior during learning.³³ Learning activities are the responsibility of the self-regulated learner. Where they will gather themselves and confront the obstacles they must overcome to reach their objectives. They are aware of the benefits and drawbacks and know how to make effective use of them. Change is something that self-regulation learning can control and shape.

Self-regulation of thought and behavior is essential to students' academic success and learning in the classroom. Self-regulated learning is described in a number of ways, but three seem to be very important for success in the classroom. This is discussed in the other reference. To start, metacognitive

³³ A. Bandura, *Social Learning Theory* (Englewood Cliffs, NJ: Prentice Hall Publishers, 1977).

abilities of students for organizing, observing, and modifying their thought processes are part of self-regulation learning.³⁴ Additionally, self-regulated learning includes a few key components. There have been other significant hypotheses put out, such as how well students manage and control their work on academic assignments in class. For example, gifted students who persevere through challenging assignments or block out distractions (loud classmates, for example) maintain their cognitive involvement in the subject, which improves performance. Moreover, the researchers think that a third essential component of self-regulated learning that they have included in their theory is genuine cognitive techniques. It is claimed that students use to learn, retain, and comprehend the subject.³⁵ Students that engage in self-regulated learning must choose the right goals to strive for. Self-regulation is the ability to manage one's thoughts, feelings, and behaviors in order to accomplish aims while applying knowledge acquired from past performances is known as self-regulation.³⁶

Self-regulated learners is seen as a proactive endeavor requiring metacognitive as well as self-starting motivational and behavioral processes. Students are given the chance to take control of their education rather than merely be a passive recipient of it by starting these processes on their own. For instance, self-regulated students are more adept at behavioral self-control and possess a more imaginative approach to strategic thinking.³⁷ Good self-

³⁴ Pintrich, P. R., & Groot, E. V. D. (n.d.). *Motivational and Self-Regulated Learning Components of Classroom Academic Performance*. 9

³⁵ Ibid

³⁶ Zimmerman dalam buku, *Self Regulated Learning*, (Yogyakarta: Sanata Dharma University Press), 28.

³⁷ Schunk, D. H., & Zimmerman, B. J. (Eds.). (2008). *Motivation and self-regulated learning*:

regulators "set better learning goals, implement more effective learning strategies, monitor and assess their goal progress better, establish a more productive environment for learning, seek assistance more frequently when necessary, expend effort and persist better, adjust strategies better, and set more effective new goals when the former are completed," according to research comparing good and poor self-regulators.³⁸

2. Characteristics of Self-Regulated Learning

Self-regulation has various characteristics.³⁹ Those are written as follows:

1. Students that exhibit self-regulation are more likely to be involved in the learning process and to be productive learners.
2. Students can direct themselves to check their learning process because self-regulation has the power to manage them.
3. Three key components of self-regulation are standards, goals, and criteria that direct students to adjust the learning process to suit their requirements.
4. During the learning process, the teacher takes on the role of a mediator in self-regulation, assisting Student s in resolving their issues.

3. Indicator of Self-Regulated Learning

The indicators of self-regulated learning according to Zimmerman in the Journal of Intial Teacher, include:

1. Metacognitive

In self-regulated learning, metacognition refers to an individual's ability to plan, set targets, organize, self-monitor, and self-evaluate on

Theory, research, and applications. Lawrence Erlbaum Associates Publishers.

³⁸ Ibid

³⁹ Pintrich, P. R. (2000). *The function of goal orientation in learning self-regulation.* M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451–502). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50043-3>

numerous fronts during the acceptance process. Through this process, students are able to become more self-conscious and conscious of their advantages and disadvantages, which helps them decide how best to approach learning. Using the following indicators: a. Goal-setting and planning; b. Repetition and memory; c. Organization and transformation; d. Self-evaluation.

2. Motivation

Motivation for self-regulated learning stems from a person's innate demand for control and is based on their current skill set. Therefore, when someone is motivated, they also possess intrinsic motivation, autonomy, and a high degree of self-assurance in their capacity to learn on their own. With the following indicators: a. Self-repercussions b. Seek social support d. Establish the environment.

3. Behavior

Behavior in as self-regulated learning is an individual's attempt to control their own behavior, choose and make use of their surroundings, or establish an atmosphere that promotes learning. Because to the fact that this can maximize his learning objectives. With the following indicators: a. Make and review notes. b. Information searching. c. Go over your textbooks and notes.

B. Vocabulary Mastery

1. Definition of Vocabulary

Increasing your vocabulary is one of the most crucial aspects of learning any language, but English in particular. Every researcher has provided a

definition for some of the terminology. A vocabulary is a collection of terms used to express meaning, form, usage, and information in a language.⁴⁰ The majority of people define vocabulary as the capacity to understand words and their meanings; nevertheless, some could counter that vocabulary is only an alphabetical list of terms together with definitions.⁴¹ It demonstrates how many vocabulary-related components go into learning a language. It implies that acquiring vocabulary is an essential part of learning a language. Vocabulary is a collection of terms that individuals need to learn and comprehend in order to converse with one another or acquire new skills.

Vocabulary is the total number of words required to convey concepts and convey the speaker's meaning.⁴² The cornerstone of a language is its vocabulary, thus it is imperative that you start studying it immediately. People wouldn't be able to read written materials or speak clearly without it. Schmitt contends that proficiency in a foreign language's acoustics is irrelevant since effective communication in that language requires the use of words that convey a wider range of meanings.⁴³

2. Vocabulary Mastery

Learning vocabulary can be difficult since it requires Students to retain words, comprehend their meanings, and know when and how to apply them in written or spoken English. Students must understand and mix words in context

⁴⁰ Ulfatussyarifah. (2017). *The Impact of Grammar and Vocabulary Mastery on Students' Reading Comprehension in Grade X State Senior High School Students in West Jakarta*. English Language Teaching Journal..

⁴¹ Alizadeh, I. (2016). *Teaching Strategies for Vocabulary: An Overview of Typical Approaches*. International Journal of English Education Research, 22–30.

⁴² Al Qahtani, M. (2015). *The Importance of Vocabulary in Language learning and how to be taught*. International Journal of Teaching and Education , 3(3) 21-34.

⁴³ Schmitt, N. (2000). *Vocabulary in the instruction of languages*. Cambridge University Press, New York.

texts in order to make true sense. Students are able to read, write, or listen to a single word since they can identify it whether they read it aloud or memorize it. Children have learned vocabulary when they can read, write, understand, and commit a new term to memory. Vocabulary mastery is the ability to recognize a list or combination of words that evoke a language spoken by a certain person, class, or occupation.⁴⁴ It is impossible for someone to learn English without a large vocabulary. It is easier for people to communicate and understand written language when they have a larger vocabulary. The three components of vocabulary mastery are meaning, spelling, and pronunciation. Some claim that mastering vocabulary requires more than just understanding words and their meanings.⁴⁵ Additionally, you must be familiar with the pronunciation and proper usage of the terminology.

One of the most important parts of learning a language is becoming proficient in vocabulary. The most crucial aspect of learning a language is its vocabulary before any other abilities or components. Since vocabulary gives language learners access to any and all forms of the word's oral and written language, it is one of the most important and fundamental elements of learning and teaching a foreign language.⁴⁶ Students' ability to develop words and comprehend texts will depend on the diversity of words they come across. Just in case, in the unlikely event that students struggle with reading, writing, speaking, or even mastering grammar due to a lack of vocabulary. Bahri Hat

⁴⁴ Helmanda, C., & Meutia, P. D. (2018). *An Examination of English Department Students' Vocabulary Mastery (A Descriptive Quantitative Study at Muhammadiyah Aceh University)*. *Education: Journal of Education and Training*, 5(2), 44–51.

⁴⁵ Sari, I., Asahra, E. E., & Yana. (2019). *English song improves students' vocabulary mastery*. *Professional Journal of English Education*, 2(3) 410-415.

⁴⁶ Andriani, D., & Sriwahyuningsih, V. (2019). *An Examination of Learners' Vocabulary Mastery*. *ELT-Lectura*, 6(2). 169-176.

supports the idea that children should acquire vocabulary before learning any foreign language, especially English.⁴⁷

3. The Types of Vocabulary

There are two ways to employ words, according to Al Qahtani: actively and passively. "Active vocabulary" describes words and phrases that students can use successfully whether writing or speaking. However, using it for training is more challenging for inexperienced students. Students must learn how to pronounce it correctly, be conversant with collocations, and understand the term's context. Conversely, passive vocabulary describes linguistic elements that readers and listeners may recognize and understand.⁴⁸

The other researcher used a different classification scheme for terms, while the other researcher classified vocabulary into two groups: language for production and language for reception. Words that are understandable are referred to as practical language when speaking or writing. It suggests that a term is considered useful vocabulary if Student s can pronounce it correctly and understand it whether speaking or writing. While receptive language refers to words that students recognize and comprehend when they appear in a text but cannot generate correctly, practical terminology refers to terms that students identify and understand when they exist in a text but cannot produce correctly. This implies that children may understand language while reading and listening to content, but they are unable to write or talk in a proper

⁴⁷ Bahri, D. S. (2018). *The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension at The Seventh Grade Students' Of Mts Daarul Ihsan*. Proffesional Journal of English Education , 1(2). 77-84

⁴⁸ Al Qahtani, M. (2015). *The Importance of Vocabulary in Language learning and how to be taught*. International Journal of Teaching and Education , 3(3). 21-34

manner.⁴⁹

4. Indicators of Vocabulary

Word construction, meaning, and categorization are the three vocabulary components must be covered. Harmer claims that this suggests that every kid has the potential to learn new language through reading, such as vocabulary.

a. Word classification

Eight categories exist for English words: conjunction, determiner, pronoun, adjective, adverb, noun, and prepositions.⁵⁰ In this study, however, the researcher limited the vocabulary testing to verbs, nouns, adjectives, and adverbs. Part of speech is established according to a language's peculiarities. Next, there's part of speech 'noun', which includes most terms for things and people. The word class with the highest number of words for actions and procedures is called a 'verb'; the class with the highest number of remarks for attributes is called an adjective; and the word class with the highest number of words for description is called an 'adverb'.⁵¹

1. Nouns. Many languages use affixes to indicate number, such as singular, plural, dual; case nominative, accusative, ergative, dative; person, number 'mine,' "your," "his,"; prose or person, and definiteness when added to nouns.
2. Verbs. Many languages use affixes to indicate various aspects such as tense; present, past, or future; aspect imperfective, perfective, and

⁴⁹ Maskor, Z., & Baharudin, H. (2016). *Writing skills that involve either productive or receptive vocabulary knowledge. Which Is Important?* International Journal of Academic Research in Business and Social Science , 6(11). 261-271.

⁵⁰ Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education Limited, UK..

⁵¹ Wierzbicka, A. (2011). *Lexical prototypes as a common foundation for cross-linguistic "parts of speech" identification*. De Gruyter Mouton , 285- 318.

progressive; polarity positive, and negative; mood indicate, imperative, optative, and subjunctive; valence-changing operations passive causative; see Valiancy and Argument Structure in Syntax, and the number or identity of subject and object.

3. Affective words. Adjectives frequently have comparison-indicating affixes (e.g., comparative degree). better or comparable level). Sometimes the behavior of an adjective matches the noun it modifies.
4. Adverbs. Adverbs function as verb modifiers; they can be close form modifiers of a word, modifiers of prepositional phrase or clause modifiers, or modifiers of entire sentences.

b. Words meaning

Two categories can be applied to the meaning. Denotation and Connotation are those. Referential meaning, another name for denotation, is the interpretation that handles words as symbols or mark. It may be the intention of word conveyance of thought in some instances, as it implies as in a dictionary. Connotation, also known as connotative, is the reader's emotional response to a word. The following are some examples of meaning relationships:

1. Synonym. Synonyms are words that suggest the same thing or something similar. Take the phrases "evil," "excellent," and "respectable," for instance.
2. Antonym. An antonym is the opposing meaning of the mother word. Antonyms are not separated by formality, dialect, or technicality; they can coexist in the same style, dialect, or register. It is like, a giant is the polar opposite of a minor, and a tall person is the opposite of a small person.

In this research, the term "vocabulary" refers to the entire amount of words that are used in a language. This includes words, phrases, and big word chunks that include many meanings and are used by people in conversation. The vocabulary exam consists of questions with multiple choice answers that include topics such as word invention, word meaning, and word categorization.

5. The importance of Vocabulary

Every day, language's significance is shown both within and outside of the classroom. Gaining more experience and expanding one's vocabulary are essential. It will be impossible for us to use the structures and functions we have learnt to have understandable conversation if our vocabulary is limited. For this reason, building a large vocabulary is essential to using a second language effectively.⁵²

Acquiring knowledge of vocabulary is a crucial aspect of learning any language. You won't notice much of an improvement in your English if you spend most of your time studying grammar. The single most important thing you can do to speed up your growth is to learn new words and phrases. Almost everything can be expressed with words, even if almost anything may be communicated using grammar. The aforementioned line of reasoning holds that learning vocabulary is essential to learning a language because it allows us to understand the content in texts and express ourselves clearly.⁵³

C. Reading Comprehension

1. Definition of Reading Comprehension

The act of applying previously acquired knowledge to a piece of text in

⁵² Nunan, D. (1999). *Language Teaching Methodology*. Amsterdam: Prentice

⁵³ Thornbury, S. (2002). *How to Teach Vocabulary*. UK: Pearson Education Limited

order to comprehend it is what we mean when we talk about reading comprehension. When it comes to reading, understanding is the most important factor since the primary function of written language is to convey knowledge. In the event that the readers are unable to comprehend the news, they are not paying attention. When a reader takes information from a book and combines it with their own past knowledge, experiences, and recent, present, or future social interactions and communication, they are able to infer meaning from the text. The process of determining the meaning of a text is referred to as understanding it.⁵⁴

According the previous claim states that comprehension what is being read is necessary for the development of skills. It is required of the students to read a book with a lot of sentences and determine what the key concept is that each phrase discusses. The reader must next admit what is important to him.

2. Components of Reading Comprehension

The following are the elements of reading comprehension, according to King and Stanley:⁵⁵

1. Finding main idea

Understanding a paragraph's primary idea is crucial since it aids readers in remembering the information later on and in understanding the paragraph on first reading. The reader understands the concept in the text as well as the writer's assessment of its relative importance.

⁵⁴ Apriani, S. (2011). *Enhancing Jigsaw's Reading Comprehension in Students*. Unpublished Paper, Bandung.

⁵⁵ King, C. & Stanley, N. (1998). *Developing Your TOEFL Skill*. Binapura Aksara in Jakarta..

2. Finding factual information

Students must scan particular details in order to understand factual material. The reader must be able to identify factual material and locate specific details such as an individual, location, event, and time.

3. Finding the meaning of vocabulary

It implies that when reading a paragraph or sentence, readers should be able to infer the meaning of any unknown words.

4. Identifying reference

The reader will comprehend the reading passage more easily if they can identify reference words and the words they refer to. Reference words, like she, he, it, they, this, etc., are often brief and almost always pronouns.

5. Making inference

Reading between the lines is a skill that is required for inference.

3. Types of Reading Comprehension

Day and Park suggest the following various kinds of comprehension.⁵⁶ Literal comprehension begins with the first stage of comprehending the meaning of a book, which includes being familiar with the terminology and material that is not contained in the text. When it comes to comprehending, the second kind of comprehension is known as inferential comprehension. This type of comprehension involves establishing assumptions about the reader and coming up with additional knowledge that isn't explicitly addressed in the text. The third kind of rearrangement involves rearranging information from various areas of a text in order to gain new information. The fourth sort of

⁵⁶ Day & Park, R. R. (2005). *Formulating questions related to reading comprehension*. Examining Texts in an Other Language

comprehension is known as predictive comprehension, and it involves making predictions about what will occur next or when the text will come to an end. This is accomplished by combining the reader's comprehension of the book with their past knowledge of the subject matter. Evaluative comprehension is the fifth sort of understanding, and it is comparable to inferential comprehension with regard to its nature. The difference lies in the fact that evaluative comprehension requires the reader to form opinions on their comprehension of a certain section of a book as well as their ability to acquire knowledge via the process of solving problems that are relevant to the section. Reading to gain an emotional or other value-related response from a text is the sixth type of comprehension, also known as appreciating or personal understanding. It also requires an emotional response from the reader to a text.

The process understanding entails being aware of the meanings of words and how they are employed to convey meaning. Recognize these three sections, which are as follows:

The first, the reader bears responsibility for understanding the material.⁵⁷ The reader must be equipped with a range of knowledge and skills in order to understand the material. The text to be understood is the second. These variables include knowledge of various kinds, motivation, and cognitive capacity. The characteristics of the text greatly influence comprehension. Making sense of the text by itself does not result in misunderstandings. Depending on the elements that make up the text, reading it can be easy or difficult. The book may be too difficult for readers to understand if a sizable

⁵⁷ J. Schumn (2006): 223. *Evaluation and Training in Reading for Every Student*. American United States: Guilford Press.

portion of these elements do not correspond to their past experiences and/or knowledge. The third task calls for a certain amount of comprehension. A reading exercise consists of one or more goals, a method for processing the given material, and the results of finishing the assignment.

The reading's conclusions will be included into the exercise. Certain reading techniques enable the reader to learn new knowledge. Reading for pleasure helps people learn things that they can use in other fields.⁵⁸

4. The Purpose of Reading Comprehension

Finding and obtaining information, understanding the passage's significance, and covering its substance are the primary goals of reading. The goal, or our extensive reading, is intimately tied to the meaning. It is important to view reading as a goal-oriented activity where Student s understand exactly what has to be done to increase their motivation to read in a foreign language. Reading can be done for a variety of reasons, including factual details, the primary idea, structure or sequence, inference, classification, and evaluation.⁵⁹

This perspective holds that academic reading is a complex, multifaceted activity that needs three different elements. For the first, reading must be both vigorous and extensive. The second is the synthesis of components from various sources. Thirdly, actively engaging in the process of identifying authors and goal.⁶⁰

⁵⁸ Apriani, S. N. (2011). *Improving Students Reading Comprehending Through Jigsaw*. Unpublished Paper, Bandung.

⁵⁹ Anderson, M and Kathy, A. (1998). *Text types in English 3*. Sidney: MacMillan.

⁶⁰ Schumn, J. (2006). *Evaluation and Training in Reading for Every Student*. American United States: Guilford Press.

5. Level of Reading Comprehension

The reading comprehension skill has four tiers.⁶¹ The following comprehension levels can provide information about the students' degree of achievement and how much they grasp from the reading material:

a) Literal Comprehension

Getting information that is directly given is part of literal comprehension; the fundamentals of literal comprehension are identifying the major idea that is stated and the details that follow in order. It also requires a higher degree of comprehension. The comprehension of terminology, sentence structure, and paragraph structure is crucial at this level. The following are some examples of data that can be classed as literal meaning:

- (1) The central concept
- (2) Specific facts
- (3) The order of events
- (4) Story characteristics

b) Interpretative Comprehension

Reading between the lines or drawing conclusions is a necessary component of interpretative comprehension. It is the process of drawing conclusions from implicit rather than explicit notions. Competencies in interpretive reading comprise:

- (1) Inferring passage major ideas when they are not explicitly expressed
- (2) Inferring cause-effect relationships when they are not explicitly stated

⁶¹ Erika, S., and Rotua, E. P and, Sondang, M. (2015). *Enhancing Students' Reading Comprehension Performance through the Application of the K-W-L Method*: English Research, 4(3), 13–29

- (3) Inferring adverb referent
- (4) Inferring pronoun referents
- (5) Inferring omitted words
- (6) Detecting mood
- (7) Drawing finding

c) Critical Comprehension

Critical comprehension involves reading written content, comparing its concepts to accepted norms, and making judgments about its timeliness, accuracy, and suitability. A critical reader needs to be an active reader who probes, gathers information, and holds off on passing judgment until they have read everything. Critical reading is necessary for literal comprehension, and understanding implied ideas is particularly crucial.

d) Creative Comprehension

Creative comprehension it takes creativity to understand beyond what the author has written. Similar to critical reading, it calls for the reader's imagination as well as critical thinking while they read. Using the concepts obtained from the text, the reader develops new ideas, solves problems, or adopts a fresh perspective through creative reading.

D. Previous Studies

Novitri, Purwanti & Rizola conducted the previous study. The investigation's goal was to decide whether the second-year students at SMP Negeri 3 Tambang's vocabulary mastery and reading comprehension were correlated. Population consisted of SMP Negeri 3 Tambang second-year students. The samples, VIII4 and VIII5, were selected by the use of cluster random sampling. The

findings showed that the coefficient correlation ($0.739 > 0.254$) was more than the crucial value of the r-table. As a result, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In conclusion, the second-year students at SMP Negeri 3 Tambang showed a positive association between their reading comprehension and vocabulary competence.⁶²

Zahra conducted another previous study. The investigation's goal was to determine which self-regulated learning techniques EFL senior high students employed and how much of a relationship there was between them and their vocabulary. The study involved 76 Gresik senior high school students. The vocabulary level test and the questionnaire on self-regulated learning strategies were used to gather the data from the students. The results show a strong relationship between students' techniques and the amount of words in their vocabulary. The low negative connection between those two variables is indicated by the Pearson correlation.⁶³

Lamadi, Umamah & Ismiatun also investigated the possibility of a significant relationship between reading comprehension and vocabulary competence. Participants included 73 students from grades XI IPA-1 SMAN 1 Banda, XI IPS-1 SMAN 2 Banda, and XI IPA SMAN 3 Banda. The findings indicated that 73.96% of students performed well on the vocabulary mastery test and 69.85% of students performed well on the reading comprehension test. The observed r for the Student s' vocabulary and reading comprehension was .422 at the significant .000 lower than .05. It indicates that there was a moderately significant

⁶² Rizola S, Purwanti T,I & Novitri. 2019. *The Correlation between Vocabulary Mastery and Reading Comprehension of the Second Year Students of SMP Negeri 3 Tamban*. JOM FKIP VOLUME 6 EDISI 1

⁶³ Zahra Senna M.2020. *Self-Regulated Learning Strategies and Vocabulary Size among Indonesian EFL Senior High Students*. RETAIN. Volume 08 Nomor 03, 167 – 173

link between reading comprehension and vocabulary.⁶⁴

Winata conducted another previous study. The investigation's goal was to decide significant or not reading comprehension of narrative texts and SRL were significantly correlated. The students from SMA Arinda Palembang in the eleventh grade served as the study's population and sample. A non-random sampling strategy was used to pick a total of 46 students for the sample. The statistical analysis revealed that the r-value (0.631), or correlation coefficient, was greater than the r-table (0.245). Subsequently, 0.000 was the level probability (p) significant (sig.2-tailed). It indicates that the p-value was less than 0.05, at 0.000. The statistics show that students' usage of self-regulated learning strategies and comprehension of narrative texts are substantially connected.⁶⁵

Fahlepi also conducted research aimed to determine whether students' reading comprehension and self-regulation in the tenth grade at SMA Negeri 1 Kampar were correlated. The Students at SMA N 1 Kampar in the tenth grade served as the population and sample for this study. Proportional stratified random sampling was utilized to pick 32 samples. His research indicates that the alternative hypothesis was approved. Put another way, there was a noteworthy correlation between students' reading comprehension in the tenth grade at SMA Negeri 1 Kampar and their ability to self-regulate.⁶⁶

⁶⁴ Lamadi S, Umamah A, & Ismiatun Febti.2020. *The orrelation between reading comprehension and vocabulary mastery of Public Senior High School Students*. (Unpublished Skripsi).University of Islam Malang, Malang, Jawa Timur, Indonesia

⁶⁵ Winata A.2021. *The Correlation Between Self- Regulated Learning Strategies and Reading Comprehension*. DIDASCEIN: Journal of English Education, Vol.2 No.1

⁶⁶ Reza Fahlepi. (2019). *The Relationship between Students' Self Regulation and their Reading Comprehension at the Tenth Grade of SMA Negeri 1 Kampar*. Skripsi thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau