

**THE CORRELATION BETWEEN CRITICAL
READING STRATEGY AND READING COMPREHENSION
OF THE FIFTH SEMESTER STUDENTS ENGLISH
DEPARTMENT UIN SYAHADA PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

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STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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LETTER OF AGREEMENT

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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to Nurhaffah, entitled "The Correlation Between Critical Reading Strategy and Reading Comprehension of the Fifth Semester Students English Department UIN SYAHADA Padangsidempuan", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

The objective of this research was to find out the correlation between of students critical reading strategies and their reading comprehension of fifth semester students of English Department UIN SYAHADA Padangsidimpuan. The researcher used quantitative research by applying correlational research design for conducting the research. The population of this research was the fifth semester of English Department UIN SYAHADA Padangsidimpuan. The sample of this research was chose based on total sampling. The total of population was 50, in this case researcher took all of students from the population to be a sample. The instruments used in this research are questionnaire and test. To analysis test, firstly, the researcher gave a critical reading comprehension test to students. Then, the researcher gave reading strategies questionaire. The calculation showed the result of pearson product moment calculation was 0.49 which classified as Moderate to substansial relationship and sig(2-tailed) is 0.011 which is lower than 0.05 (5%) as a significance value. It means the alternative hypothesis was accepted. It can be concluded that there was a correlation between critical reading strategies and reading comprehension at the fifth semester of English Department UIN SYAHADA Padangsidimpuan.

Key words: *Correlation, Reading Comprehension, Critical Reading Strategies*

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui korelasi antara strategi membaca kritis siswa dan pemahaman membaca mereka pada semester lima Jurusan Bahasa Inggris UIN SYAHADA Padangsidempuan. Peneliti menggunakan penelitian kuantitatif dengan menerapkan desain penelitian korelasional dalam melakukan penelitian. Populasi penelitian ini adalah semester lima Jurusan Bahasa Inggris UIN SYAHADA Padangsidempuan. Sampel penelitian ini dipilih berdasarkan total sampling. Populasinya berjumlah 50 orang, dalam hal ini peneliti mengambil seluruh siswa dari populasi tersebut untuk dijadikan sampel. Instrument yang digunakan dalam penelitian ini adalah angket dan tes. Untuk menganalisis tes, pertama, peneliti memberikan tes pemahaman membaca kritis kepada siswa. Kemudian, peneliti memberikan kuesioner strategi membaca. Perhitungan menunjukkan hasil perhitungan pearson product moment sebesar 0.49 yang termasuk dalam hubungan sedang hingga substansial dan sig(2-tailed) sebesar 0.011 yang lebih kecil dari nilai signifikansi sebesar 0,05 (5%). Artinya hipotesis alternatif diterima. Maka dapat disimpulkan bahwa terdapat hubungan antara strategi membaca kritis dan pemahaman membaca pada semester lima Jurusan Bahasa Inggris UIN SYAHADA Padangsidempuan.

Kata Kunci: *Korelasi, Pemahaman Membaca, Strategi Membaca Kritis*

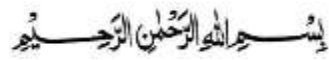
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عنوان البحث : العلاقة بين استراتيجية القراءة الناقدة واستيعاب القراءة لدى طلاب الفصل الخامس من برنامج دراسة اللغة الإنجليزية في جامعة سيهادا بادانغسيديمبوان

ملخص البحث

كان الغرض من هذه الدراسة هو تحديد العلاقة بين استراتيجيات القراءة النقدية لدى الطلاب واستيعابهم القرائي في الفصل الدراسي الخامس بقسم اللغة الإنجليزية في جامعة سيهادا بادانغسيديمبوان. وقد استخدم الباحث البحث الكمي من خلال تطبيق تصميم البحث الارتباطي في إجراء الدراسة. وتمثل مجتمع هذه الدراسة في الفصل الدراسي الخامس بقسم اللغة الإنجليزية في جامعة عين سيهادا بادانغسيديمبوان. تم اختيار عينة هذه الدراسة على أساس أخذ العينات الكلية. وكان عدد السكان ٥٠ شخصاً، وفي هذه الحالة أخذ الباحث جميع الطلاب من السكان الذين سيتم أخذ عينات منهم. الأدوات المستخدمة في هذا البحث هي الاستبيانات والاختبارات. ولتحليل الاختبار، قام الباحث أولاً بإعطاء اختبار فهم القراءة الناقد للطلاب. ثم أعطى الباحث استبياناً لاستراتيجية القراءة. أظهرت الحسابات أن نتيجة حساب عزم حاصل الضرب بيرسون ٠,٤٩، والتي تندرج ضمن العلاقة المعتدلة إلى الجوهرية و sig (٢-الذيل) ٠,٠١١ وهي أصغر من قيمة الدلالة ٠,٠٥ (٥٪). وهذا يعني أن الفرضية البديلة مقبولة. يمكن استنتاج أن هناك علاقة بين استراتيجيات القراءة الناقدة وفهم القراءة في الفصل الدراسي الخامس لقسم اللغة الإنجليزية في جامعة سيهادا بادانغسيديمبوان.

الكلمات المفتاحية: الارتباط، الفهم القرائي، استراتيجية القراءة الناقدة، استراتيجيات القراءة النقدية

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan November 2024

Researcher

NURHAFIFAH

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of word meaning and the ability to think about verbal concepts. Therefore, readers are required to be able to express the meaning contained in the text, namely the meaning that the author wants to convey. therefore it can be said that the reader understands the text. especially in learning English, readers must translate first before understanding the meaning of the text.

English learning is one of the important subjects both in junior high school, high school and university levels because English is a foreign language and students must know and understand English well because learning English requires a deeper understanding. In learning English, every student must master basic English competencies. These competency standards refer to students' knowledge and ability to use English in four interrelated skills, namely speaking skills, listening skills, reading skills, and writing skills. In this case, the researcher will focus on reading skills, namely in reading comprehension.

Reading is one of the language skills that students must have. Reading is one way to improve general language skills in learning English. Students can learn to think in English if they are accustomed to reading English books so that it can make it easier for them to understand English texts. They will get more information

to increase their knowledge because books are a window to the world. In addition, books can increase English vocabulary, learn new ideas, facts, and experiences that support writing, listening, and speaking skills. Thus, reading is one of the keys to mastering English.

English is considered important for the purpose of absorbing and developing knowledge not only in universities but the Government has set English as a compulsory subject at the junior high or high school level which is part of the national final exam according to the graduation score standards in schools. Improving students' reading comprehension will not be possible if not assisted or guided at school. At school, teachers play a role in helping to improve students' reading comprehension by providing facilities and infrastructure such as language laboratories, libraries, reading parks, infocus and teachers must try to improve their knowledge in teaching so that they can overcome problems in students' reading comprehension.

There are many problems of students in reading comprehension. Based on an interview with one of the English lecturers for the reading course and students in the fifth Semester of English Department UIN SYAHADA Padangsidempuan, she said: the problem stems from the fact is the low motivation of the students in learning English, especially English reading text, Lack of vocabulary mastery, they were lack of reading skills and strategy. Although some of them were quite good at English, they needed more time to comprehend the text because they did not know how to read it effectively, and

students had difficulty to use strategy in finding the implicit and explicit information of the text.¹

Students said: they are still low in reading comprehension because some problems, interest in reading is still to low, the vocabulary mastered by students is less, students find it difficult to use what strategy to understand and get information or ideas from a text easily and effectively.² Based on the interview above, English reading comprehension at the fifth semester of English Department UIN SYAHADA Padangsidempuan is still low.

From all the statement above the researcher found the case matter is true by the facts and discussion delivered from several scholars. The struggle or factors that may cause poor reading comprehension such as limited vocabulary knowledge, low engagement and motivation, insufficient background knowledge, poor reading strategy as it states from Araujo et al.³ Addition from other source that cognitive overload also become the factor of the poor reading comprehension, when students are overwhelmed by the amount of information or complexity of the text, their ability to process and understand the material diminishes .⁴According to Barus, one of the cause poor reading comprehension

¹One of the English lecturers for the reading course of the Fifth Semester studens English Department UIN SYAHADA Padangsidempuan, *interview*, on July 27th 2024.

²Students at the Fifth Semester of English Department UIN SYAHADA Padangsidempuan, *interview*, on July 27th 2024.

³ Juan J. Araujo et al., *Engaging All Readers Through Explorations of Literacy, Language, and Culture* (Assocation of Literacy Educators and Researchers, 2018).

⁴ Ian S P Nation and I S P Nation, *Learning Vocabulary in Another Language*, vol. 10 (Cambridge university press Cambridge, 2001).

is this ability to think creatively has a positive effect on abilities reading comprehension of students. The reading comprehension ability of students who have high creative thinking ability is higher than the reading comprehension ability of students who have low creative thinking ability.⁵ All the factors and struggle that cause students' poor in reading comprehension seems to be related to their strategy in reading.

Critical reading strategy may have influence and relation to the students' achievement in reading comprehension. As it consider in the theory from Corder-Ponce in Suacillo et al said that "critical reading strategy mostly in summarizing possibly the most significant and encompassing of all reading strategies for effective studying and better comprehensions."⁶ That theory also strengthen by Pearson says that " exactly that strategy or set of strategies that will maximize comprehension of the text at hand ".⁷ Based on the quotation above it can be concluded that there are some factors of reading comprehension, they are vocabulary, engagement and motivation, cognitiveover load, creative thinking and critical reading strategy. Strategy is the tool for active, self-directed involvement that is necessary for developing communicative ability. Strategy is not a single event, but rather a creative sequence of events that learners actively

⁵ Sanggup Barus, "Upaya Peningkatan Kemampuan Membaca Pemahaman Siswa Di Sekolah," *Jurnal Bahas* 19, no. 01 (2010), p. 101.

⁶ Carine Iries M. Suacillo et al., "Critical Reading Strategies, Reading Comprehension and Writing Performance of ESL College Students: A Correlational Study," *International Journal of Advanced Research (IJAR)* 4, no. 9 (2016), <https://doi.org/10.21474/IJAR01/1526>.

⁷ P. David Pearson, "The Roots of Reading Comprehension Instruction," in *Handbook of Research on Reading Comprehension*, ed. Susan E. Israel and Gerald G. Duffy (New York: Routledge Taylor & Francis Group, 2009).

use. Then, strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

There are a lot of strategies in teaching reading like skimming, scanning, silent reading, loud reading, SQ3R (Survey, Question, Read, Recite, and Review), P2R (Preview, Read, Review), Reading Faster, Extensive Reading, Reciprocal Teaching Strategy, and Critical Reading Strategy. The researcher would apply Critical Reading Strategy to the students.

Critical reading is a strategy that provides students with instructional support before, during, and after the reading process. Students with critical reading skills have the ability to evaluate the credibility of writing. All writers have a purpose when they write, and usually a writer will select or emphasize facts and details that support his purpose, and ignore facts that do not. As readers understand what they read, they use various connections of ideas to aid recognition and fluency. Critical reading includes the ability to evaluate ideas and analyze what is read. They are the ability to see the relationships of ideas and use them as an aid in reading.

Critical reading strategy has an important role in the process of learning reading comprehension. Using this strategy can train students' focus and independence in recognizing and analyzing the content of reading so that it can make it easier for students to understand the meaning of reading and can make students more enthusiastic about learning. Teachers also believe that critical reading strategy have an effect on increasing students' understanding and reading

achievement because by using this strategy students can evaluate and analyze carefully the meaning of reading so that they get the correct answer and teachers do not need to explain the meaning of reading each text when learning, but students plays a role in understanding the meaning of the reading itself so as to improve reading comprehension.

Based on the explanation above, the researcher wants to do a research and title “The Correlation between Critical Reading Strategy and Reading Comprehension of the Fifth Semester Students of English Department UIN SYAHADA Padangsidempuan”.

B. The Identification of the Problem

Reading comprehension is a process of acquiring meaning that actively involves the knowledge and experience that the reader already has and is connected to the content of the reading with the aim of students being able to know and understand the entire content of the reading material they read.

Based on the background of the problem, there are several factors that influence reading comprehension, namely lack of vocabulary mastery, motivation or interest in reading, creative thinking, and critical reading strategy. It means that critical reading strategy is one of the factors that affect reading comprehension.

C. The Limitation of the Problem

There are many strategies in teaching reading, where the researcher does not discuss all strategies. The researcher just focused on one strategy that is

critical reading strategies. The reason researchers chose critical reading strategies as factors that correlation reading comprehension is because among these factors, critical reading strategies are considered to make a more significant contribution to reading comprehension. In reading, the reasearcher focused on how the effects of using critical reading strategy to students reading comprehension.

D. The Formulations of the Problem

Based on the background of the problem, problem identification, and problem limitations, the problem of this research is formulatudated as followed:

1. How is students' reading comprehension mastery before using critical reading strategy of the fifth semester students English Department UIN SYAHADA Padangsidimpuan?
2. How is students' reading comprehension after learning using critical reading strategy of the fifth semester studnets English Department UIN SYAHADA Padangsidimpuan?
3. What is the correlation between the critical reading strategy and reading comprehension of the fifth semester students English Department UIN SYAHADA Padangsidimpuan?

E. The Objectives of the Research

Based on the above formulations, the objectives of the research are arranged as follows:

1. To find out the students' critical reading strategy at the fifth semester of English Department UIN SYAHADA Padangsidempuan.
2. To find out the students' reading comprehension at the fifth semester of English Department UIN SYAHADA Padangsidempuan.
3. To find out whether there is a significant correlation or not between the reading reading strategies and reading comprehension at the fifth semester of English Department UIN SYAHADA Padangsidempuan.

F. The Significances of the Research

The researcher hopes that this research will be useful. These are the significances of the research:

1. Lecturers

The result of this research is expected to enrich the teachers' knowledge in terms of the teaching English in using critical reading strategy to improve reading comprehension.

2. The students

This research is expected to encourage the students in mastering and comprehending the English subject especially in Reading subject and improve knowledge of reading texts comprehension by using critical reading strategy, so that students have no difficulty getting information or meaning from a reading text.

3. Researcher

This research will be useful for readers as an additional reference for teaching in reading comprehension with using critical reading strategy in the future and as a comparison for using strategies in teaching English.

G. The Definitions of Operational Variables

To avoid misunderstanding, this research is consisted of two variables, the key terms of this research are the Critical Reading Strategy and the Reading Comprehension. The explanations of these variables as follow:

1. Critical Reading Strategy

Critical reading is techniques or methods used to find information and ideas contained in the text. The method of delivering this material is by deepening understanding of the content in detail where students are expected to be able to find detailed information, both implicit and explicit so that it can make it easier to understand the content or meaning in the reading text.

2. Reading Comprehension

Reading comprehension is a series of reading activities to understand the essence or meaning of a piece of writing that we have read so as to obtain information from the reading. The essence or meaning referred to here is the idea or thoughts contained in each reading text.

H. Outline of the Research

In this research, the researcher organized the systematic of the research into 5 chapters. Each chapter includes of sub chapters which designated as

follow: in chapter 1, it consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definition of operational variables and outline of thesis.

In chapter 2, it consists of theoretical description, and then review of related findings, conceptual framework, and hypothesis. In chapter 3, it consists of research method, which consists of the time and place of the research, the research design, the population and sample, the instrument of the research, the validity and reliability instrument, procedures of Collecting data and technique of analyzing data.

In chapter IV, it is result of the research, this chapter is talking about the general description of the research object, description of the data, data analysis, Discussion and threat of the research. Lastly, in chapter 5, consists of conclusion that is giving conclusion about the result of the research, implication and suggestion that given suggestion to readers, teachers and next researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading

Reading is one of several aspects or skills that exist in language learning term. Reading as one aspect of the four language skills, plays an important role in language teaching.⁸ Said to be important because, in addition to teaching listening, speaking, and writing. Therefore, in education, read a very influential role in student performance.

In order that reading is a very influential role for students performance the definition may become the first step to understand what is reading actually. The definition of reading came with Colin statement said that reading is the proses between reader and text that involve understanding and interpretation.⁹ Reading is not only to understanding the word but reading also involves a complex interplay of cognitive processes, knowledge, and strategies that allow the reader to make sense of written language.¹⁰ So, based on the statement above reading can be conclude as the

⁸ Rohib Adrianto Sangia, "The Process and Purpose of Reading," no. May 2014 (2018), p. 1, <https://doi.org/10.31227/osf.io/2jnf8>.

⁹ Harrison Colin, *Understanding Reading Development* (London: SAGE Publications Ltd., 2004).

¹⁰ Stephen B. Kucer, *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings*, 4th editio (New York: Routledge, 2014).

complex process between reader and text to understand and interpret the meaning from the text.

Other said that reading is an activity which can help the reader get more knowledge easier. Through reading, the reader gets new information, acquiring new knowledge and find new ideas. Provide the students more or less understand what they read, the more they read, the better they get at it.¹¹ Reading is a dynamic inferring process that makes communication between writer and reader essential.¹² So that is why reading is an important thing to be increased by the students in order to get the better understanding and information of their learning.

In learning language moreover the reading aspect consider as the process that involve the reader and the text. In reading the text providing information and also makes communication to reader where it also provided the author leads the reader to the entrance of the world created in text. So that inferring a reading can make students understand the texts they encounter in everyday life well and fluently by using the right method and the method leads the students to enter the further understanding of the text.

¹¹ Wahyuni Fitria, "Reading Interest and Reading Comprehension : A Correlational Study," *Journal Educative : Journal of Educational Studies* 4, no. 1 (2019), p. 96, <https://doi.org/10.30983/educative.v4i1.1333>.

¹² Ayfer Sahin, "The Effect of Text Types on Reading Comprehension," *Mevlana International Journal of Education* 3, no. 2 (2013), p. 57, <https://doi.org/10.13054/mije.13.27.3.2>.

b. Types of Reading

Types of reading are:

1) Intensive of Reading

In intensive (or creative) reading, students usually read one page at a time explore the meaning and are given the mechanics of writing.¹³ Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.¹⁴ Intensive reading often calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. So, intensive reading is the activity of reading a text carefully and deeply by capturing more information in the text.

2) Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure. The reader wants to know about something. The reader doesn't care about specific or

¹³ Masya A.M Al- Ithawi, "Types of Reading and Skilled ESL Reading Comprehension," *Journal of College of Education* 2, no. 4 (2010), p. 580, <https://www.researchgate.net/>.

¹⁴ Brown H Douglas and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Fourth Edi (New York: Pearson Education, 2015).

important information after reading. Usually people read for to keep them update. Extensive reading has a few characteristics:

- a) It aids in the development of active vocabulary in learners.
- b) Silent reading is extensive reading.
- c) The topic matter is stressed via comprehensive reading.
- d) In the comprehensive reading, learners take the lead because they must request measurements.
- e) The concept can be developed through prolonged reading.
- f) The goal of intensive reading is to broaden the knowledge of students.
- g) A good reading habit can be acquired by substantial reading.¹⁵

Extensive reading engages the reader to read the long passage or text. This kind of reading seem to take a long time to do, the reader will find another struggle such as bored and un focused in reading the text. So after all this kind of reading is suitable for the long text and the reader have the exact information to catch where this kind of reading is also related to the silent reading.

3) Reading Aloud

Reading aloud means reading a book in a productive way make your voice loud and loud so that it can be heard clearly by other people or

¹⁵ Muhammad Hudri and Jannatun Naim, "An Analysis Of Teacher Strategies in Teaching Reading At The First Years Studnts of SMK 2 GERUNG In Academic Year 2016/20017," *Linguistika* 2017, no. 1 (2017), p. 44–45, <https://www.researchgate.net/>.

listeners.¹⁶ Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the in the sentence.

4) Silent Reading

Silent reading is reading quietly in your heart. This can make students read easily because there is no noise to disturb their concentration.

Below are the advantages of silent reading:

- a) In silent reading focus of learners toward subject matter and naturally.
- b) This reading is saves time because all students participate in the activity at a time.
- c) This reading makes students active.
- d) Silent reading is useful to develop reading skill fast.
- e) This skill use play main role to improve the students“ knowledge.¹⁷

This kind of reading need the readers focused in silence and it is fragile to interruption and bothering. While this kind of reading is saving time it also cost reader to have an appropriate circumstances and

¹⁶ Indah Dwi Nugrahani, “Improving Reading Ability Through Team-Game Tournament Technique for the Tenth Grade Student’s,” *English Language Education* 7, no. 2 (2018), p. 112, <https://journal.student.uny.ac.id/>.

¹⁷ Yulithalia Sianturi, Lamma Sihotang, and Rotua Hutasoit, “Improving Student’ Reading Skill With Action Learning Strategy at Eight Grade of SMP Negeri 3 PARANGINAN in Academic Year 2020/2021,” *English Kinds* 1, no. 2 (2023), p. 118, <https://ojs.umada.ac.id/>.

environment. In conclusion, silent reading is a good way to get the information in quiet besides also needs the support of silent environment such as in the library.

c. Purpose of Reading

The purpose of reading is none other than to get the information needed and for pleasure. A clear sense of reading will improve one's understanding of the task.¹⁸ Therefore, a reader who has clear goals will quickly understand the reading content because it will focus on the goals to be achieved.

There are seven main purposes of reading:

- 1) To obtain information for some purpose or because we are serious about some topic.
- 2) To obtain instructions on how to perform some tasks for our work or daily life (knowledge how an appliance works).
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in newspaper, magazines, report

¹⁸ Yuliana Prihatin, Resdianto Permata Raharjo, and Arisni Kholifatuh A.S, "Reading Skills Problems and Their Solutions," *Journal Of Archaeology Of Egypt/Egyptology* 17, no. 8 (2020), p. 733, <https://archives.palarch.nl/>.

7) To have enjoyment or excitement.¹⁹

In conclusion reading has many purpose depends what the readers needed but overall reading most purpose is to catch the information and understand the text. Even the other circumstances and genre of the text may lead the reader to enter the world of the author. While other readers may find that reading can be an entertainment for them to relaxing their minds. After all, reading is the way to get the information and ideas through the text under the purpose of the readers have.

d. Reading assessment

Assessment is a critical issues in education because, in the learning process, assessment is need by the teacher to evaluate student development, abilities, and responsibilities.²⁰ Assessment includes several methods to find what students know to show progress and information for learning and teaching materials.

There are eight aspects of reading comprehension assessment which are described as follows:

¹⁹ Afief Fakhruddin, "Reading Journal as a Way to Improve Students' Reading Comprehension Afief" 8, no. 2 (2017), P. 2, <https://www.researchgate.net/>.

²⁰ Sesy Erlina Martika and M Zaim, "The Implementation of Authentic Assessment on Reading Comprehension of the Tenth Grade of SMAN 8 Padang," *Journal of English Language Teaching* 10, no. 10 (2021), p. 129, <https://doi.org/10.24036/jelt.v10i1.111679>.

1) Main Idea

Main idea is an important idea regarding the information from the entire paragraph which is the subject of the development of a paragraph or text.

2) Expressions / idioms / phrases

Expression / idiom / phrase is a form of question related to text where the question asks the reader to identify the meaning of a word in the reading text.

3) Inference (implied detail)

Contains inference questions that ask meanings that are not conveyed directly in the text. In other words, the reader must really understand the content of the text first to find the inference of the text.

4) Grammatical Features (reference)

Reference is the strong correlation that results from the presence of expressions and the speaker who speaks frequently. In other words, a reference is a close correlation between objects that are designated to act as a tool for joining other objects.

5) Details (scanning for specifically stated details)

In reading, scanning is very necessary in looking for certain things in the text.

6) Excluding facts not written (unstated detail)

With the exception of the facts of the questions that have been provided, in this section the reader must answer questions about information in the text that is not explained directly in the text.

7) Supporting ideas

Supporting ideas are additional ideas from the author to find supporting ideas from a sentence or reading topic that has been explained.

8) Vocabulary in context

Vocabulary in the context of the question contains questions that ask the reader to answer the meaning of the vocabulary in the problem.²¹

In language learning assessment is necessary and it is also implemented in reading to know that the students achieve the learning purpose. In reading assessment several aspects such as examine the idea of the text, grammatical, vocabulary, details, inference and so on are the consideration of students' achievement and the assessment succeed.

e. Definition of Reading Comprehension

Reading comprehension seems to be related to the deeper understanding of the reading process. According to Kucer reading comprehension covers the cognitive process that involves the interaction

²¹ Annisa, "The Correlation Between Students Visual Learning Styles and Reading Comprehension of the Eight Grade Students of MTs N 2 KOTABUMI Academic Year 2020/2021," *Riya CendikGia* 7, no. 2 (2022), p. 91–92, <https://doi.org/10.47637/griya-cendikia.v7i2.229>.

between reader and the text, also need the strategy of critical thinking to interpret meaning.²² Other resource also conduct that reading comprehension is an attempt to understand, evaluate, and recognize the author's idea to capture messages or information contained in the reading text.²³ So, reading comprehension is the further discussion about the process that involved strategy or critical thinking to get the information better.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text.²⁴ Based on the definition, it can be concluded that reading comprehension is a process of interaction between readers' background knowledge with the information from the text while they are reading. Comprehension is the main aim of reading activity. By reading comprehension, people can get information of the written text that they have read.

The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.²⁵

²² Kucer, *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings*.

²³ Susi Astiantih et al., "Improving Reading Comprehension by Using Experience Text Relationship (ETR)," *ELS Journal on Interdisciplinary Studies in Humanities* 5, no. 2 (2022), p. 271, <https://journal.unhas.ac.id/>.

²⁴ Liya et al., "Improving Students' Reading Comprehension Through the Use of Reciprocal Teaching Technique at STMIK Riau Pekanbaru" 1, no. 2 (2015), p. 3, <http://download.garuda.kemdikbud.go.id/>.

²⁵ Edwin Nuvianto Al Aziz and Gita Yusanti, "Increasing Students' Reading Comprehension Skill By Using Written Text Book," *English Education : Journal of English Teaching and Research* 5, no. 2 (2020), p. 180, <https://doi.org/10.29407/jetar.v5i2.14500>.

Reading comprehension is the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. So, reading comprehension deals with the text information is understood by the reader with combination of their background knowledge.

The conclusion from the definitions above that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face based on the knowledge that readers have known.

f. Level of Reading Comprehension

Reading comprehension is an active activity that incorporates a number of elements; some require prior knowledge and effective student techniques to achieve a specified goal. Consequently, it can be responsible for the inequality in reading comprehension levels.

According to Richards, reading comprehension is classified into four levels based on its purpose:²⁶

²⁶ Jack C. Richards and Richards Schmidt, *Dictionary of Language Teaching and Applied Linguistics, Proceedings of the 21st Asian Pacific World Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka, 2010.*

1) Literal Comprehension

Reading to understand, remember, or recall the information explicitly contained in a passage. It means reading to know information in general. It means the students can catch information in general from the text. The students can also recall the information from the text that they get from beginning to end.

2) Inferential Comprehension

Reading is activity to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring. It means the students aim at findings specific information of the texts. Inferential comprehension helps students to finding the information from the long texts

3) Critical or Evaluate Comprehension

Reading is to compare information in a passage with the reader's own knowledge and values. It means the students compare and conclude their own knowledge and values of the texts. In this comprehension the students are required to be more critical in understanding a text.

4) Appreciate Comprehension

Reading is to again an emotional or other kind of valued response from a passage. It means brings the students to go within an emotional response from a text. In this comprehension is different from the three

previous comprehensions that discusses comprehend of the text.

Appreciate comprehension more emotional readers.

Based on the statement above, the researcher got conclusion was there were four levels of reading comprehension, such as: literal comprehension, inferential comprehension, critical or evaluate comprehension, and appreciate comprehension. Each student has different level to get information from the text. In this study, the students are in the level of literal and inferential.

g. Components of Reading Comprehension

There are six aspects of reading comprehension in which students have to comprehend the text well, such as decoding, vocabulary knowledge, background knowledge, fluency, comprehension strategies, and structure awareness. These aspects can be used as step or strategies for students on reading comprehension with the explanation below:

1) Decoding

Decoding is the process to recognize and interpret written words.

Decoding also involves the interpretation of letters, words, and sentence structure.

2) Vocabulary knowledge

This component leads to understanding the words meaning and how the implementation of words in context. It is important to understand a whole meaning of the text.

3) Background knowledge

Background knowledge deals with the information and experience the readers have before reads the texts. Background knowledge influences readers' way in interpreting new information.

4) Fluency

Fluency comes with the ability to read with speed and accurately. Fluency of the readers reduces the cognitive weight so the reader's focus redirected to meaning understanding.

5) Comprehension strategies

This component is the technique use to understand the text like questioning, concluding, and make inference. Comprehension strategies help the reader to manage information and build meaning.

6) Text structure Awareness

Text structure awareness means, understand how text is arranged such as narrative versus exposition. Understand the structure of the text and what kind is it belongs to. Text structure influence the reader's way to understand plot and argument in the text.²⁷

Based on the explanation above it is conclude that several components of reading comprehension consider as the aspects that influence how well the students understand the text.

²⁷ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 3rd editio (New York: Routledge, 2020).

h. Phases of Reading Comprehension

Reading comprehension is divided into three main phases developed by some experts and scholars which are: pre- reading phase, while reading phase, and post- reading phase.

1) Pre- reading

In the pre-reading phase involve the preparation of reader before reading the text. Reader start the activity with read the title, predict the content and connect the background knowledge to the topic of the text.²⁸ The most popular example of activity is brainstorming.²⁹ Brainstorming is a way or technique of collecting ideas or suggestions to find a solution to a particular problem. Brainstorming ideas about text type and structure are also the activities that can be developed at this phase.

The aim of discussing text type to students is to make students familiar with the major context features of a text or the structure and tell how the features can improve students' ability to find out the main function of the passage and the content.

2) While reading

In the while-reading phase, reader focuses on the understanding of text content. The activity in this phase include taking notes of the main

²⁸ Francoise Grellet, *Developing Reading Skills: A practical Guide to Reaing Comprehension Exercises* (New York: Cambridge University Press, 2016).

²⁹ Yulianah and Lasim Muzammil, "The Effectiveness of Listen-Read-Discuss (LRD) Strategy for Students' Reading Comprehension," *Jurnal Ilmiah Bahasa Dan Sastra* 7, no. 2 (2020), p. 69, <https://ejournal.unikama.ac.id/>.

idea, marking the important information and questioning about the unfamiliar thing while reading.³⁰ Teachers could select appropriate strategies in helping students comprehend the reading passage. The common strategy is the 'read aloud activity' and silent reading which are recommended. Reading aloud can be used as the chance to bring students familiar with popular culture and challenging experience in reading, meanwhile silent reading can bring students to the focus stage.

3) Post- reading

In the last phase which is post-reading stage involve reflection and integration of information after reading. Reader can discussed the text content answer question made before, and applied new knowledge gotten before.³¹ In the learning process teacher's role is to evaluate students' comprehension through different assignments. Teachers could do activities such as giving questions, summarizing, and follow up.

Overall these three phases are interrelated and important for improving a whole reading comprehension skills.

i. Strategies of Reading Comprehension

Strategies in reading comprehension consider as a way to achieve reading goals with effective way. There are some strategies in teaching

³⁰ Grellet, *Developing Reading Skills: A practical Guide to Reading Comprehension Exercises*.

³¹ Grellet.

reading comprehension. According to Serravallo there are five strategies in reading comprehension:

1) Predicting

Predicting deals with anticipating what will happen next in the text based on prior knowledge and context clues helps engage the reader.

2) Clarifying

Identifying confusing parts of the text and seeking clarification aids in better understanding.

3) Visual Mapping

Creating graphic organizers or mind maps can help structure information visually, making connections between reader and the text clearer.

4) Engaging in Discussion

Talking about the text with others can provide new insights and deepen comprehension.

5) Rereading

Going back over difficult passages can enhance understanding and reinforce key ideas.³²

³² Jennifer Serravallo, *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers* (Portsmouth: Heinemann, 2015).

Besides from Afflerbach there are seven strategies deal with reading comprehension as follows:

- 1) Comprehension Monitoring: where the reader are thought to realize when they are not understand the text and use strategy to fix the understanding, like repeat reading or gather information.
- 2) Questioning: readers are encouraged to ask question before, during, and after reading. This can help reader focus and involve to the text.
- 3) Making connection: readers must connecting information in the text with the prior knowledge or experience, even in personal, textual, or conceptual.
- 4) Visualization: drawing or imagining information read can help reader to understand and remember text content better.
- 5) Concluding: readers are thought to conclude information from text, searching the pattern or theme, and draw conclusion from the text presented.
- 6) Using graphic organizer: applied concept map or diagram to help arrange and organize information can make easier understanding.
- 7) Summarizing: thought the readers to summarize the main idea and important information after reading that can help to strengthen understanding.³³

³³ Peter Afflerbach, *Understanding and Using Reading Assessment, K-12* (Alexandria: International Literacy Association, 2018).

The strategies given above seem related one and another. Those strategies are purposed to strengthen understanding and help the readers in effective way to get the better understanding.

All strategies used were very effective to help the students in learning reading comprehension. It was proven by the condition of the classroom activities and the students' attention in following the teacher while explaining the materials. The strategies used also gave benefit for the teacher. By having the combination of strategies the teacher tough and manage the students easier.

2. Critical Reading Strategy

a. Definition of Critical Reading Strategy

Critical reading is a reading activity carried out to provide a response to the ideas expressed by the author in the text he wrote. In critical reading, the method used is how the reader is able to understand the explicit and implied meaning contained in a reading. Critical reading means the reader applies strategies, processes, models, questions, and theories that produce increased clarity and understanding to obtain correct and accurate information.³⁴ So, critical reading strategies is the reading activity that involve strategic way to get better understanding.

³⁴ Rona F. Flippo, *Handbook of College Reading and Study Strategy Research* (Lawrence Erlbaum Associate, Inc., 2000).

Critical reading strategy is a method and approach that readers use to understand complex texts.³⁵ Continuous and conscious application of the critical reading strategy method helps develop skills such as making inferences, analysis, synthesis, evaluation and reflection as well as being able to evaluate a text so that it can be easily understood.

Moreover Suacillo et al. said that “Critical reading is much more complex than reading in the sense that critical reading is not just a process of interpreting the message of the text but also analyses and evaluates the said text.”³⁶ Critical reading strategies indicate that critical reading strategies should be an important part of advanced reading because they have a positive impact on students' ability to differentiate fact and opinion, make conclusions, recognize the content of the text, and identify various types of messages the text wants to convey.

Critical reading strategies can help students read textbooks and various reading materials systematically and critically. Before students can think critically and use elements of higher level thinking to analyse,

³⁵ Ha Van Le et al., “Unveiling Critical Reading Strategies and Challenges: A Mixed-Methods Study Among English Major Students in a Vietnamese Higher Education Institution,” *Cogent Education* 11, no. 1 (2024), p. 4, <https://doi.org/10.1080/2331186X.2024.2326732>.

³⁶ Carine Iries M. Suacillo et al., “Critical Reading Strategies, Reading Comprehension and Writing Performance of Esl College Students: A Correlational Study.,” *International Journal of Advanced Research* 4, no. 9 (2016): 611, <https://doi.org/10.21474/ijar01/1526>.

synthesize, and evaluate a text, they need to understand it, which may be difficult for them reading complex material.³⁷

Based on some definition above, it conclude that Critical Reading strategies is an alternative way of reading that readers must think about their read to get information that author says, such as: making inference, facts, opinions, determining the purpose and recognizing bias. The researcher took the critical reading definition from Suacillo et al, implemented in this research towards it is more suitable context to higher level students.

b. The Principles of Critical Reading Strategy

There are four principles of critical reading strategy. They are:

- 1) reading represents a challenge to the skill-based orientation of many cognitive psychological models which emphasize to building of discrete kinds of abilities based- albeit often implicitly-on some supposed Critical hierarchy of difficulty.
- 2) Critical reading does not see non-native speaker readers in their reading of authentic, non-pedagogic text, as necessarily disadvantaged-on the contrary.
- 3) Critical reading does not privilege an author's communicative intent but is concerned with effect.

³⁷ Mohammad Ali Nasrollahi, Pramela Kris N Krishnasamy, and Noorizah Mohd Noor, "Identifying the Critical Reading Strategies Employed by Iranian EFL Learners," *SSRN Electronic Journal* 5, no. 2 (2018), p. 360, <https://doi.org/10.2139/ssrn.2491033>.

- 4) Critical readers do not just comment metacognitive showing awareness of the cognitive strategies they make use of, but also theoretical.³⁸

According to Kurland's, there are principles of critical reading strategies:

- 1) If we think about it, we have been told a lot in general about how to approach reading a text, and surprisingly little about how exactly to find meaning in a text.
- 2) The language we learn first, the spoken language, remains our base throughout life. We use the model of spoken communication as the basis for much of our inferences when we read.
- 3) Critical reading thus relies on an analysis of choices of content language, and structure.
- 4) The choice of content both determines and reflects the overall perspective and understanding.
- 5) Probably the single greatest key to critical reading is the realization that critical reading is not concerned with what the examples are, as with what the examples are examples of.
- 6) Just as authors must choose what to say, they must choose how to say it.
- 7) To make sense of the whole, we try to break it into more manageable, and hopefully more meaningful, parts,

³⁸ Catherine Wallace, *Critical Reading in Language Education, Critical Reading in Language Education*, 2003, p. 42. <https://doi.org/10.1057/9780230514447>.

- 8) Much what we understand-whether when listening or reading-we understand indirectly, by inference.
- 9) Reading is an act of inquiry, a search for meaning.
- 10) Readers draw on prior knowledge and past experience to infer the appropriate meaning.³⁹

The quotations above show that there are ten principles for teaching critical reading strategies, they are critical reading represents a challenge to the skill-based orientation, critical reading does not see non-native speaker readers in their reading of authentic, critical reading does not privilege an author's communicative intent but is concerned with effect, critical readers do not just comment metacognitive but also met a critical, critical reading thus relies on an analysis of choices of content language and structure, critical reading is the realization that critical reading is not concerned with what the examples are or just as authors must choose but they must choose how to say it to make sense of the whole. Reading is an act of inquiry, a search for meaning, readers draw on prior knowledge and past experience to infer the appropriate meaning.

c. The Advantages and Disadvantages of Critical Reading Strategy

Critical reading strategy is one of the strategies in reading. The strategies have advantages, there are:

³⁹Dan Kurland's, Principles of Critical Reading and Writing, Available at <http://www.Criticalreading.com/principle.htm>. Access on 2th june 2024 at 10.30 a.m.

- 1) Increased comprehension and idea generation
- 2) Increased retention
- 3) Elimination of unnecessary and timely process (such as re-reading a text at exam time or re-reading to locate information)
- 4) Improved analysis of materials.⁴⁰

According to Koz, the advantages of critical reading strategies are:

- 1) Discover authors' arguments to understand the text.
- 2) Helps to understand more difficult reading assignment and to obtain a better understanding for what was read.
- 3) Helps to make opinions and assumptions based on what is read.
- 4) Helps base judgements on evidence.⁴¹

From explanation above, the advantages of critical reading are: increase comprehension and idea, discover authors' arguments to understand the text, to help make opinions and improve analysis of materials.

According to Catherine Wallace, the disadvantages of critical reading strategies are:

- 1) Critical reading is not possible.
- 2) Critical reading is not only fundamentally unfeasible.

⁴⁰ Massey, Critical Reading : The Benefits, Available at, <https://owll.massey.ac.nz/study-skills/critical-reading.php>, Accessed on 2th June 2024 at 11.11 a.m.”

⁴¹ Maddy Koz, Benefit of Critical Reading, Available at, <https://www.criticalreading.com/principles.htm>, Accessed on 2th June 2024 at 11.25 a.m.

3) Critical reading is redundant.⁴²

From the quotation above the disadvantages of critical reading are: critical reading is not a fast process it means used a long time, critical reading is not only fundamentally unfeasible it means to engage in it are unethical. Critical reading is redundant it means to see the way text position.

d. Steps of Critical Reading Strategy

There are some steps that we can be used in teaching and learning process. They are:

1) Reading for comprehension

Critical reading will start with reading for comprehension because the need to comprehend and remember about the text the students read is a basic to any reading activities. Through this step, the students start to gain some information, such as the issue or the topics and supporting information about the issues or the topic of the students' writing. Then, the students should find the outward features of the academic article which cover the journal name, the title of the article, and the findings and discussion of the articles.

⁴² Wallace, *Crit. Read. Lang. Educ.* p. 45

2) Interpreting the text

In interpreting students should write down what they think, respond to articles or reading texts they have read so as to make students better understand the purpose of the reading.

3) Judging the text

Judging is the result of interpreting process. In this stage, the students act as a critic and deliver their opinion about the overall qualities of a text

4) Writing

The last step in critical reading strategy is writing. The students encouraged to combine the three previous steps into writing. Actually, there are some kinds of writing that should be done by the students during the writing course. The first is writes a note which has two type, they are page annotation and research note. The second kind of writing that done by the students in that writing course is an essay.⁴³

There are steps in critical reading strategies which include:

⁴³ Astri Kartika Sari, Nur Arifah Drajadi, and Teguh Sarosa, "The Case Study of the Implementation of Critical Reading Strategies in Academic Writing Course," *Jurnal UNS - Universitas Sebelas Maret* 7, no. 12 (2012), p. 251–52, <https://jurnal.uns.ac.id/>.

1) Previewing

Previewing is learning about a text before reading it and entails prediction based on the heading and subheadings, for example scanning and skimming.

2) Contextualizing

Contextualizing requires placing a text in its historical, biographical, and cultural contexts and includes making inferences and synthesizing.

3) Questioning

It means to ask questions about the context from the text. The questions focus on main idea.

4) Reflecting

In reflecting they should examine their own responses and reflect upon the challenges to their personal beliefs and values and entails annotating, highlighting, and note taking.

5) Outlining and summarizing

It means to identifying the main ideas and restating them in your own words. Outlining reveals the basic structure of the text and annotating process. Summarizing is being able to distinguish between the main ideas and the supporting ideas and example. Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text.

6) Evaluating an argument

It means testing the logical of a text as well as its credibility and emotional impact, and to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts, they are a claim and support. The claim asserts a conclusion an idea, an opinion, a judgment, or point of view, that the writer wants you to accept. The support includes reasons (shared, beliefs, assumptions, and values) and evidence (fact, examples, statistic and authorities) to give the readers the basis for accepting the conclusion.

7) Comparing and contrasting

It means exploring likenesses and differences between texts to understand the better.⁴⁴

Those steps require the collaboration between students and teachers to achieve good reading comprehension. The steps followed by teacher to teach the students about the critical reading strategy and students followed the instruction from the teacher. Achieving the successful learning in reading comprehension are considered as the successful of reading strategy implementation.

⁴⁴ M Khabiri and M Pakzad, "The Effect of Teaching Critical Reading Strategies on EFL Learners' Vocabulary Retention," *Theory and Practice in Language Studies* 5, no. 3 (2015), p. 79-80, <https://doi.org/10.17507/tpls.0503.17>.

B. Review of Related Findings

Researcher was study about certain object to find out new facts about it. There have been many researches done regard to this research. And the writer found some related researcher such as:

The first Islamy et.al, the result showed that there was a statistically significant correlation between the students' critical reading strategies and their reading comprehension achievement. Furthermore, reading aspects in terms of inference, determining main idea, and identifying specific information of the text had a statistically significant correlation with the students' critical reading strategies. This suggests that critical reading strategy facilitates students to improve their reading achievement.⁴⁵

The second, Maulid et.al, the concluding of her research said, there was a significant relationship between the students' critical thinking and their critical reading achievement at UPT SMAN 3 Banyuasin. This result means that the higher level of the students' critical thinking, then the better their critical reading achievement.⁴⁶

The third, Ramadhani, the study used quantitative methods, specifically a correlational study. The study's findings revealed that critical thinking skills were significantly correlated with reading comprehension using Pearson Product Moment

⁴⁵ Galih Nurul Islamy et.al, "The Correlation Of Students' Critical Reading Strategies And Their Reading Comprehension Achievement At The Second Grade Of Smkn 1 Kotabumi," *U-Jet: Unila Journal of English Language Teaching* 7, no. 5 (2018), <https://doi.org/10.23960/UJET.V7I5.201806>.

⁴⁶ Artha Maulid, Manalullaili, and Deta Desvitasari, "Critical Thinking And Critical Reading Comprehension Achievement: A Correlational Study," *LITERAL: English Teaching and Learning Journal* LITERAL: English Teaching and Learning Journal 2, no. 2 (2024): 150–60.

analysis. This study clearly revealed that most students had a high proclivity for critical thinking while reading English texts, which included interpretation, analysis, evaluation, inference, explanation, and self-regulation. Thus, the results show that Students who think critically are more creative and critical in their understanding of ideas.⁴⁷

The fourth, Hidayati et.al, this research used quantitative approach in this research. Based on the data collected and analyses applied in this study, the findings revealed that (1) there was a significant correlation among critical thinking skills and reading comprehension with r-value 0.810, (2) there was a significant correlation among critical reading skills and reading comprehension with r-value 0.844, (3) there was a significant correlation among predictor variables (critical thinking skills and critical reading skills) gave 71.3% contribution to criterion variable (reading comprehension).⁴⁸

The last, Ocak and Karsli, the aim of this study is to examine the relationship between critical reading skills and creative reading perceptions of fifth grade students. In the study, correlational research design was employed. The results indicated that critical reading skill level and the number of the

⁴⁷ Nurul Ramadhani, Kisman Salija, and Sultan Baa, "The Correlation Between Students' Critical Thinking Skills And Their Reading Comprehension At Undergraduate Study Program English Department Faculty Of Languages And Literature Universitas Negeri Makassar," *Klasikal: Journal of Education, Language Teaching and Science* 5, no. 1 (2023): 25–36.

⁴⁸ Mawaddah Hidayati, Rita Inderawati, and Bambang Loeneto, "The Correlations among Critical Thinking Skills, Critical Reading Skills and Reading Comprehension," *Journal of English Education* 9, no. 1 (2020):126.

books read in a month had common effect on the creative reading perception level of the students.⁴⁹

Based on related findings above, the researcher wants to research the correlation critical reading strategy and reading comprehension at the fifth semester of English department UIN Syahada Padangsidempuan but this research is different with the research above, it can be seen from place and time of researcher.

C. The Conceptual of Framework

Reading is interactive skill between the reader and with the text to getting information comprehension. Comprehension is a person's ability to understand or understand something after it has been known and remembered.

Critical Reading strategies are an alternative way of reading that readers must think about their read to get comprehending and information that the text their read such as: making inference, facts, opinion, determining the purpose and recognizing bias. Reading is the interactive skills between the reader and the text. Reading is process of organ of speech to produced sound.

Base on the literature review of related theories above, conceptual framework need to be figured to explain more about the theories used. Here is the conceptual framework related to the theory:

⁴⁹ Gürbüz Ocak and Engin Karşlı, "Relationship between Critical Reading Skills and Creative Reading Perceptions of Fifth Grade Students," *International Journal of Education & Literacy Studies* 10, no. 3 (2022): 76.

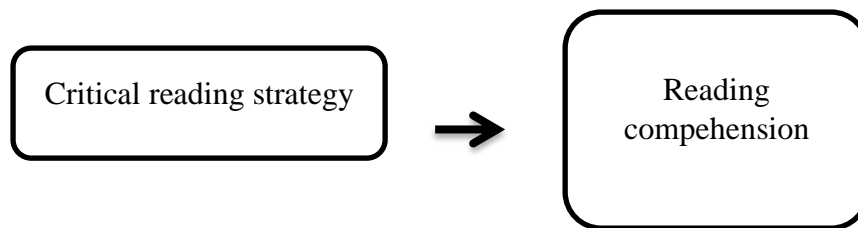


Figure II.1 Conceptual Framework

D. Hypothesis

A hypothesis is a researchers' tentative prediction of result of the research findings. It states the researcher's expectation concerning the relationship between the variables in the research problem".

Then, it also has purpose to answer the certain question toward problem of the research. Hypothesis is a tentative answer or prediction for the result of research that we do. The researcher formulates the hypothesis of this research, as follow:

1. Ha: "There is a significant Correlation Students' between critical reading strategy and students' reading comprehension at the Fifth Semester of English Department UIN SYAHADA Padangsidempuan".
2. Ho: "There is a significant Correlation Students' between critical reading strategy and students' reading comprehension at the Fifth Semester of English Department UIN SYAHADA Padangsidempuan".

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the methods and the procedures of the research that will be used by the researcher to answer the problem of the research in the previous chapter. The procedures consist of the place and time of the research, research design, population and sample, instrument of data collecting, procedures of research, testing of instrument, data collecting and data analysis. They are as follows:

A. The Place and Time of the Research

This research has been done at the fifth semester of English Department UIN SYAHADA Padangsidempuan. It is located at surely conducted at the campus of University Syekh Ali Hasan Ahmad Addary Padangsidempuan of the Teacher Training Faculty at English Department at H. T. Rizal Nurdin K.M. 4,5 Sihitang, Northeast of Padangsidempuan, Padangsidempuan town, North Sumatera, Indonesia. This research was arranged firstly from getting the gaps in the field, arranging the title and finishing the result from Mei 2024 until August 2024.

B. The Research Design

The kind of research is quantitative research which the method is correlation method. It usually obtains from questionnaires, tests, checklist and other formal paper and pencil instruments. At correlation research, the data was

collected and analyzed by using statistical analysis to get the real result. From the above explanation, the researcher concludes that the correlation research is to find out the correlation between two or more variables and to what degree or how far the degree of the correlation that was existed between them by statistical analysis.

C. The Population and Sample

1. Population

Population can be interpreted as all elements in the research included objects and subjects with certain characteristics and characteristics. So on in principle, population is all members of a group of humans, animals, events, or objects that live together in one place planned is an agreed conclusion from the final results of a research.

Based on the explanation above, the population of research consists of two classes at the fifth semester of English Department UIN SYAHADA Padangsidempuan. The total population at the fifth semester of English Department UIN SYAHADA Padangsidempuan in 2024/2025 Academic Year can be seen as table below:

**Table III.1 The Population at the Fifth Semester
of English Department
UIN SYAHADA Padangsidempuan**

No	Class	Number of the Students
1.	English Department 1 (TBI-1)	25
2.	English Department 1 (TBI-2)	25
Total		50

2. Sample

A sample is any subset of the population of individuals or things under study. Sample is also selected from a large group which consist of the individuals, item or events and referred to as a population. A sample is a portion of the population taken through certain methods have certain characteristics.⁵⁰ it means that sample is a part of the population that used as the respondent of a research.

Then, according to Gay and Airasian stated that sample was a number of individuals for a study in such a way that they represent the larger group

⁵⁰ Dewi and Pardede, "Pengaruh Kemampuan Kerja, Motivasi Dan Pengembangan Karier Terhadap Kinerja Karyawan PT. BINA BUANA SEMESTA Rosmala.", p. 22

from they were selected.⁵¹ In this research, because the population is not from the larger group, so the researcher takes all population as the sample. Students are from all TBI classes. They are 50 students.

D. The Instruments of the Research

Important one in a research is an instrument. Instrument for this research was a questionnaire and a test.

1. Critical reading strategy Questionnaire

Questionnaire is one of a tool that contains a number of questions to get the information about the students' motivation in reading. So, Questionnaire is simply a tool of data collection that given to participant for getting the information from them.

The questionnaires were taken from a Journal of educational psychology, based on the indicators of reading and the questionnaire consist 20 items or statements where the item has five options on a scale from 1 until 5, with 1 (never), 2 (seldom), 3 (sometimes), 4 (often). 5 (always) Then, each item of questionnaire was developed from indicator of critical reading strategy. The indicators of critical reading strategy had been explained below:

Table III.2 Indicator of Critical Reading Strategy Questionnaire

NO.	Indicator	Item in questionnaire
1.	Previewing	1, 3, 4,

⁵¹L. R. Gay & Peter Airasian, *Educational Research*, (USA : Prentice Hall, Inc.,2000), p. 121.

2.	Contextualizing	9, 15, 10,11
3.	Questioning	18,
4 .	Reflecting	6, 14, 20, 16, 7
5.	Outlining and Summarizing	13, 17,
6.	Evaluating an argument	2, 8, 19
7.	Comparing and Contrasting	5, 12,

The researcher gave the questionnaire to know the information about the students' critical reading strategy in reading comprehension and to see the degree of participant in critical reading strategy. Before filling the questionnaire, the researcher gave the explanation and instruction about what the students should do with the questionnaire.

2. Reading Comprehension Test

The test will be good on two indicator that have been state before the indicators and number of items can be seen in the following table:

**Table III.3 The Indicators of Critical Reading Strategy
in Reading Comprehension**

No	Indicator	Items	Number of Items	Score	Total Score
1.	Able to identify the main idea from the text	5	5, 13, 18, 22, 24	4	20
2.	Able to identify the topic from the text	5	1, 9, 12, 15, 17	4	20

3.	Able to identify the synonym words from a sentence	5	2, 7, 11, 19, 23	4	20
4.	Able to identify the antonym words from a sentence	5	3, 8, 10, 16, 20	4	20
5.	Able to identify the sentences anaphora and cataphora	5	4, 6, 14, 21, 25	4	20
TOTAL					100

The researcher made 25 questions to done the test validity in other sample of this research. Each item had four score and the total of score for all question to be 100 score.

Table III.4 The Classifying the Students' Score

No.	Category	Score
1.	Excellent	81-100
2.	Good	61-80
3.	Fair	41-60
4.	Poor	21-40
5.	Very poor	0-20

Sumber: Haris in Baradika⁵²

⁵² Muhammad Bayu Baradika, "An Analysis on Students' Reading Comprehension of Narrative Text at Tenth Grade of SMA Negeri 2 Pangkalan Kerinci" (Islamic University Riau, 2021).

E. The Validity and Reliability Instrument

1. Validity

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used content validity in this research. Content validity is the validity of appraisal due to test the worthiness or relevance of the test by the rational analysis that would be done by the expert judgment. To content validity, the researcher has built a multiple choice test that should be validated by the lecturer of reading subject at the Fifth Semester of English Department UIN SYAHADA Padangsidempuan. Needed, content validity is a way to see the test has been relevant and suitable to purpose of the study.

2. Reliability

The reliability test means that the test result shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interpreter reliability to measure the reliability of the write test. Interpreter reliability represents the degree of reliability of the two-line ratings obtained from two raters. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students at the Fifth Semester of English Department UIN SYAHADA Padangsidempuan.

F. The Technique of Data Collection

The data has been gathered from the students at the fifth semester at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, in English department. In

collecting the data, the researcher used reading test and questionnaire that the validation has been completed. The researcher asked the students to answer the reading test and the questionnaire from the Google form that was shared. After getting the answers, the researcher gave the score to each answer.

G. The Technique of Analyzing Data

After completing the data collection process, the researcher analyzed the data using a quantitative method examined by using SPSS version 25. The statistical process for analyzing data in correlational quantitative research involves several steps as outlined below:

1. Identified and corrected of the instrument given

the test and questionnaire result utilized by using SPSS version 25 to identify the mean, median, and mode, organizing and categorizing the scores of variables.

2. Normality test

The normality test is employed to determine whether the research data follows a normal distribution. The formula used in this research for normality test was Kolmogorov-Smirnov. To assess normality, the researcher performed calculations using SPSS version 25.

3. Hypothesis Test

The research used a correlation product moment (Pearson Product Moment) to assess the hypothesis, utilizing with SPSS version 25. The outcomes are reflected in the mean scores.

4. To examine the significances of variables

To investigate the significance of the correlation between variable X and variable Y, using paired sample t-test and determined through the utilization of SPSS Version 25.

5. To know the contribution coefficient data termination variable

To understand the impacts of the correlation coefficient between variables X and Y, the researcher employs the determinant correlation formula, outlined as follows:

$$CD = r^2 \times 100\%$$

Note:

CD = Contribution of coefficient determination

r = Coefficient correlation

The outcome should align with the interpretation of the product moment correlation index. The explanatory details of the results can be observed in the table provided below:

Table III.5 Interpretation Coefficient Correlation of X and Y

No	Coefficient Interval	Relation Degree
1	0.00	No correlation
2	01 – 0.09	Trivial Relationship
3	0.10 – 0.29	Low to moderate relationship

4	0.30 – 0.49	Moderate to substantial relationship
5	0.50-0.69	Substantial to very strong relationship
6	0.70 – 0.89	Very strong relationship
7	0.9 +	Near perfect ⁵³

The table above showed the degree of the result from r-count gotten from the examination of the instrument. It is hoped that the degree will reach at least moderate relationship.

The tabel below showed the interpretation of the means score of both variables, which was expected as good category:

No.	Interval	Predicate
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	46-55	Less
5	0-45	Fail

Source: Sudijono in Marida⁵⁴

⁵³ D.A. De Vaus, *Surveys In Social Research*(New SouthWales: Allen and Unwin, 200),p. 259. <https://books.googlecom/books/>.

⁵⁴ Marida, “A Correlation Between the Second Year Students’ Tenses Mastery and Their Ability in Writing Narrative Paragraph at Senior High School 1 Kampar” (State Islamic University of Sultan Syarif Kasim Riau, 2010).

BAB IV

RESEARCH FINDINGS

In order to find out the correlation of students' critical reading strategy and reading comprehension at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan specifically at English Department the fifth semester, the researcher has taken the data by giving a questionnaire and reading test and the researcher applied quantitative analysis in this research. Then the researcher data described the data as follow:

A. Description of Data

1. Critical Reading Strategy

After getting the students' score from the questionnaire, the reearcher calculate it by using SPSS 25 to get the final result such as mean, score, median, modus, range, inteval, variants, and standard deviation. The score of the students' critical reading strategy can be seen in the table below:

Tabel IV. 1 Critical Reading Strategy Score

No	Descriptive Statistic	Score
1	Mean	77.58
2	Median	78
3	Mode	78
4	Std. Deviation	10.2
5	Variance	104.12
6	Range	47
7	Minimum	53
8	Maximum	100
9	Sum	3879

The descriptive statistics of the students' critical reading strategies at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan's English Department provide valuable insights into their reading abilities. The mean score of 77.58 suggests that the overall critical reading strategy of the fifth-semester students is moderate, indicating a generally competent ability to analyse and evaluate texts. The mode of 78, being the most frequently occurring score, further supports this trend.

Furthermore, The variance, which is 104.12, also indicates that while there is some spread in the data, it is not excessively wide. The range of 47 between the minimum score of 53 and the maximum score of 100 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger critical reading skills than others. The detailed calculation process can be found in Appendix 4. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 2 Frequency Distribution of Students' Critical Reading Strategy Score

No	Interval	Mid Point	Frequency	Percentages
1	53-59	56	2	4%
2	60-66	64	4	8%
3	67-73	70	9	18%
4	74-80	77	16	32%
5	81-87	84	9	18%
6	88-94	91	9	18%
7	95-100	98	1	2%
Total			50	100%

The frequency distribution of students' critical reading strategy scores at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan reveals key insights into their reading abilities. Nearly half of the students (32%) have scores concentrated in the 74-80 range, indicating that most students have a moderate level of critical reading skills, centered around this score. A smaller percentage of students is within the slightly higher intervals of 81-80 and 88-94, showing that some students have stronger critical reading strategies. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high critical reading abilities.

In order to get description of the data of clearly and completely, the researcher presents them in histogram on the following figure:

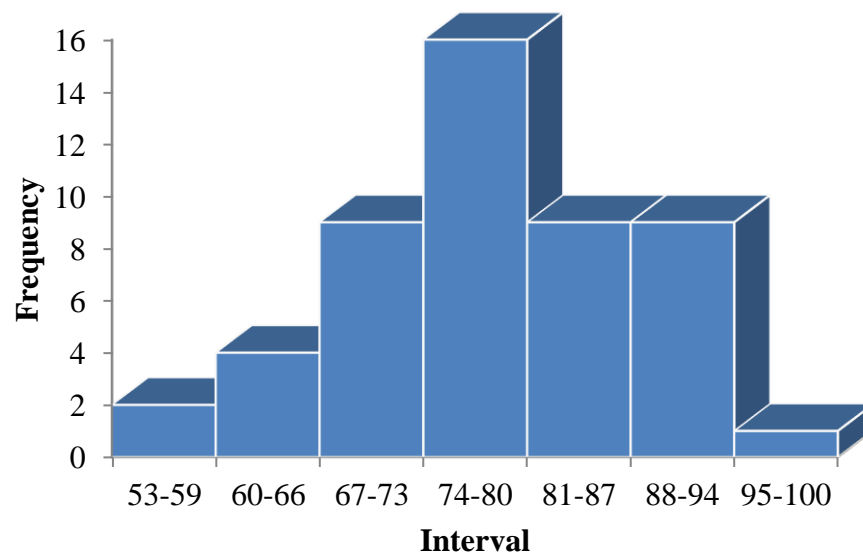


Figure IV.1 Histogram of Students' Critical Reading Strategy Score

The histogram above showed that the highest peak was at the interval 74-80. It means that the students mostly got the score between 74 until 80. The lowest peak was at the interval 95-100. It means that the students who got the score between 95 until 100 has the fewest number. The highest peak was at the centre of the histogram.

2. Reading Comprehension

The researcher calculated the result that had been gotten by the students when answering reading comprehension test. The students had to answer 30 questions on the reading comprehension test correctly. After getting the students' reading comprehension from the questionnaire, the researcher calculated it by using SPSS 25 to get the final result such as mean score, median, modus, range, interval, variants, and standard deviation. The score of the students' reading comprehension can be seen in the table below:

Tabel IV. 3 Reading Comprehension Strategy Score

No	Descriptive Statistic	Score
1	Mean	66.08
2	Median	64
3	Mode	60
4	Std. Deviation	14.12
5	Variance	199.34
6	Range	56
7	Minimum	32
8	Maximum	88
9	Sum	3304

The descriptive statistics of the students' reading comprehension scores, calculated using SPSS 25, show a clear picture of their performance on the reading comprehension test. The mean score is 66.08 **which shows** that the overall reading comprehension level among the students are in good category. The variance, which is 199.34, further quantifies this spread, showing a substantial degree of variance in the reading comprehension abilities among the students. The range of scores is **56**, calculated from the minimum score of **32** to the maximum score of **88**. This wide range shows a big difference gap in reading comprehension skills, with some students struggling significantly. The detailed calculation process can be found in Appendix 4.

After getting the final result of the students' score above, the researcher classify it into the frequency distribution to see the dominant score that had been gotten by students. Then, students' scores of reading comprehension were classified into five classifications namely excellent, good, fair, poor, and very poor. The frequency and the rate percentage of the students' score of reading comprehension are presented in the following table:

Table IV. 4 Frequency Distribution of Students' Critical Reading Strategy Score

Classification	Score	Frequency	Percentage
Excellent	81-100	8	16%
Good	61-80	20	40%
Fair	41-60	19	38%
poor	22-40	3	6%

Very Poor	0-21	0	0%
Total		50	100%

From the table IV.1, The frequency distribution of students' critical reading strategy scores shows that 40% of the students are in the "Good" category, indicating a good ability of critical reading skills, while 38% are at a "Fair" level, suggesting average performance. A small percentage, 3%, struggles with these strategies, falling into the "Poor" category. furthermore, 16% students reached the "Excellent" levels.

In order to get description of the data of clearly and completely, the researcher presents them in histogram on the following figure:

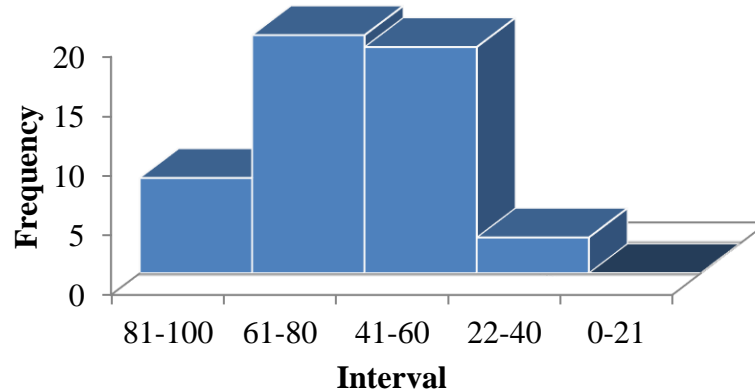


Figure IV.2 Histogram of Students' Reading Comprehension Score

The following histogram showed the highest peak in the interval 61-80. It means that most of the students get the score between 61 and 80. The lowest peak showed at the interval 0-21 with none of the students got that

score. The histogram showed that most of the students got “Good” classification and none of the students got “very poor” classification.

B. Data Analysis

1. Normality Test

The Kolmogorov-Smirnov Test was used in this study to evaluate normality. Using SPSS 25, the normality of the data of students’ critical reading strategy and reading strategy was examined using a significance level of 0.05 or 5%. If sig. > 0.05, the data are considered normally distributed for the purposes of this study's normality test. However, if sig. < 0.05, the data is regarded as not normally distributed. See the table below for the normality test result:

Table IV. 5 Result of Normality Test

Variable	Sig.
Critical Reading Strategy	0.200
Reading Comprehension	0.08

According to the table above, the data is normally distributed. This is indicated by the Sig. values, which are higher than 0.05 ($0.200 > 0.05$ and $0.08 > 0.05$). The detailed normality test results using SPSS can be seen in Appendix 7.

2. Hypotesis Test

Based on the results of the data analysis requirements test, it can be seen that the of students’ critical reading strategy and reading comprehension are

normal. Thus, the hypothesis test could be tested. The objective of the hypothesis test was to establish the correlation between reading reading strategies and reading comprehension at the fifth semester of English Department UIN SYAHADA Padangsidempuan.

The results of the test can be seen in the table IV.6 below :

Hypothesis Test Result 1

		Critical Reading Strategy	Reading Comprehension
Critical Reading Strategy	Pearson Correlation	1	.490*
	Sig. (2-tailed)		.011
	N	50	50
Reading Comprehension	Pearson Correlation	.490*	1
	Sig. (2-tailed)	.011	
	N	50	50
*. Correlation is significant at the 0.05 level (2-tailed).			

The criteria of correlation test is if sig.(2-tailed) less than 0.05, so H_1 is accepted (H_0 rejected) or if sig.(2-tailed) higher than 0.05, so H_0 is accepted (H_1 rejected). Based on the table IV.6, it can be seen that the sig.(2-tailed) was 0.011 which is less than 0.05. Based on the correlation test criteria H_a is accepted or H_0 is rejected. So it can be concluded that there was a significant correlation between students' critical reading strategies and reading

comprehension at the fifth semester of English Department UIN SYAHADA Padangsidempuan.

Hypothesis Test Result 2

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired 1	critical reading - reading comprehension	6,71840	10,97509	2,19502	2,18811	11,24869	3,061	24	,005

The correlation strengthen using paired sample t-test with result was 3.061 which the t-table for df 24 was 2.063 with significance 0.05 or 5%. The result showed that t-count was higher than t-table ($3.061 > 2.063$) which indicates that there is a significant correlation between critical reading and reading comprehension.

The researcher utilized the coefficient correlation from the table IV.6 to analyze the interpretation correlation between students' critical reading strategies and reading comprehension. From the table IV.6 the correlation coefficient is 0.49. This result indicates a positive correlation between students' critical reading strategies and reading comprehension at the fifth semester of English Department UIN SYAHADA Padangsidempuan. The correlation falls within the "Moderate to substantial relationship" category. The interpretation

of the correlation coefficient is detailed in the correlation coefficient interpretation table provided below:

Table IV.8 Interpretation Coefficient Correlation of X and Y

No	Coefficient Interval	Relation Degree
1	0.00	No correlation
2	01 – 0.09	Trivial Relationship
3	0.10 – 0.29	Low to moderate relationship
4	0.30 – 0.49	Moderate to substantial relationship
5	0.50-0.69	Substantial to very strong relationship
6	0.70 – 0.89	Very strong relationship
7	0.9 +	Near perfect ⁵⁵

The result in the table depicting XY interpretation shows an outcome in the "Moderate to substantial relationship" category. This implies that a heightened proficiency in critical reading strategies among students correlates with an improvement in their scores and skills in reading comprehension.

To look for the contribution of variable X to variable Y as follows:

$$\begin{aligned}
 CD &= r^2 \times 100\% \\
 &= 0.49^2 \times 100\% \\
 &= 0.236 \times 100\% \\
 &= 24.01\%.
 \end{aligned}$$

⁵⁵ D.A. De Vaus, *Surveys In Social Research* (New South Wales: Allen and Unwin, 2002), p. 259.

Based on the calculation above, it was determined that the contribution of critical reading strategies to reading comprehension is 24.01%, while 75.99% is influenced by other variables.

C. Discussion

This research was conducted to find out correlation between students' critical reading strategies and reading comprehension. In this research, the researcher chose the technique of collecting the data in this research by giving test and questionnaire to the students. The reading comprehension test consisted of 20 items. The option of multiple choice questions was A, B, C, and D. The test conducted to measure students' reading comprehension.

Next, the researcher gave questionnaire to questionnaire to know the information about the students' critical reading strategy in reading comprehension and to see the degree of participant in critical reading strategy.

After the researcher got all data, the researcher analyzed by comparing the result of critical reading strategies questionnaire and reading comprehension test in order to find out a correlation between two variables, is there any significant correlation or not.

The researcher selected 50 sample of eleventh grade students of Students at the Fifth Semester of English Department UIN SYAHADA Padangsidempuan. To conduct this research, the researcher used quantitative method because it was relevant to the research in order to find out the correlation of reading strategies and reading comprehension. The data of quantitative was gained in numeric and had

been analyzed using SPSS 25. Because of the settings of variables was in natural, the researcher did not give any treatment to the variables. In conclusion, correlational research used to find out whether there was any positive or negative relationship between variables and how strong the correlation was without controlling the participants.

Correlation analysis was intended to find out the relationship of the two measurements result or the two variables researched, to determine the degree of correlation between the x variable (critical reading strategies) and y variable (reading comprehension). Researcher used the Pearson product moment correlation technique. It used because the data acquired the data interval, which was obtained through the instrument that uses Likert type scale.

Pearson Product Moment Correlation Test was used to find out the correlation coefficient between two variables. After being manually calculated (to see the result calculation manually by using Pearson Product Moment Correlation formula can be seen in appendix 6), it was found that the Pearson Product Moment or r_{xy} score was 0.49.

The result was decision making which by means of SPSS 25 calculation used Pearson Product Moment Correlation formula obtained was 0.49 which falls within the “Moderate to substantial relationship” category. After do the step by step, the researcher can conclude that H_1 is accepted. Because the significant value is less than 0.05, it means H_1 is accepted. There is a significant correlation between students’ critical reading strategies and students’ reading comprehension. But it

must be underlined, that the significance score was not really high, it was only 24.01%.

In this study, it was found that there is a positive correlation between students' critical reading strategies and their reading comprehension. This means that the more effectively students apply critical reading strategies, such as analyzing, evaluating, and deeply understanding the text, the better their comprehension of the material becomes. The positive correlation indicates that the use of critical reading strategies significantly contributes to the improvement of students' understanding of the texts they read.

The results of this study is in line with previous research that also found a significant relationship between critical reading strategies and reading comprehension. Research by Islamy et.al showed that students who effectively employ critical reading strategies, tend to have better text comprehension.⁵⁶ The findings of this study are also consistent with the research conducted by Maulid et al. in their study titled "Critical Thinking and Critical Reading Comprehension Achievement: A Correlational Study." Maulid et al. concluded that there is a significant relationship between students' critical thinking and their critical reading achievement, where higher levels of critical thinking lead to better reading outcomes at UPT SMAN 3 Banyuasin.⁵⁷

⁵⁶ Galih Nurul Islamy et.al, "The Correlation Of Students' Critical Reading Strategies And Their Reading Comprehension Achievement At The Second Grade Of Smkn 1 Kotabumi," *U-Jet: Unila Journal of English Language Teaching* 7, no. 5 (2018), <https://doi.org/10.23960/UJET.V7I5.201806>.

⁵⁷ Artha Maulid, Manalullaili, and Deta Desvitasari, "Critical Thinking And Critical Reading Comprehension Achievement: A Correlational Study," *LITERAL: English Teaching and Learning Journal* LITERAL: English Teaching and Learning Journal 2, no. 2 (2024): 150–60.

Similarly, this research also found a significant correlation between students' critical reading strategies and reading comprehension.

The results of this study also align with Ramadhani's research, which found a significant correlation between students' critical thinking skills and reading comprehension at Universitas Negeri Makassar. Using Pearson Product Moment analysis, Ramadhani showed that students with stronger critical thinking abilities—such as interpretation, analysis, and evaluation—demonstrated better comprehension of English texts.⁵⁸ Similarly, this study confirms that critical reading strategies, which involve these cognitive skills, significantly impact students' reading comprehension, reinforcing the connection between critical thinking and effective reading comprehension.

Furthermore, The findings of this study also in line with the research by Hidayati et al., which demonstrated significant correlations between critical thinking skills, critical reading skills, and reading comprehension. Their study found that critical reading skills had a strong correlation with reading comprehension and both critical thinking and reading skills.⁵⁹ This study's findings also align with Ocak and Karsli's research, which explored the relationship between

⁵⁸ Nurul Ramadhani, Kisman Salija, and Sultan Baa, “The Correlation Between Students’ Critical Thinking Skills And Their Reading Comprehension At Undergraduate Study Program English Department Faculty Of Languages And Literature Universitas Negeri Makassar,” *Klasikal: Journal of Education, Language Teaching and Science* 5, no. 1 (2023): 25–36.

⁵⁹ Mawaddah Hidayati, Rita Inderawati, and Bambang Loeneto, “The Correlations among Critical Thinking Skills, Critical Reading Skills and Reading Comprehension,” *Journal of English Education* 9, no. 1 (2020):126.

critical reading skills and creative reading perceptions among fifth-grade students. They found that critical reading skills, along with the frequency of reading, positively impacted creative reading perceptions. Similarly, this research highlights the significance of critical reading strategies in improving reading comprehension, suggesting that the development of these skills not only enhances understanding but also fosters more creative and critical engagement with texts.⁶⁰

Overall, the findings of this research are consistent with the existing literature, which shows that the use of critical reading strategies have closely correlation to students' reading comprehension abilities.

D. Threat of the Research

The researcher got threat of the research which is researcher does not know how serious and focus the students when answering the test. Some of them afraid it affects their score even though the researcher has said that this test won't affect their academic score. So, students can freely answer the test based on their own understanding and knowledge.

The researcher do not know how the students honestly aspect in answering the tests given, until the possibillity the students can sheat or guess the answer not based on their own knowledge. More oever the time given to the students was limited.

⁶⁰ Gürbüz Ocağ and Engin Karşlı, "Relationship between Critical Reading Skills and Creative Reading Perceptions of Fifth Grade Students," *International Journal of Education & Literacy Studies* 10, no. 3 (2022): 76.

CHAPTER V

CONCLUSSION, SUGGESTION AND IMPLICATION

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The mean score of students' critical reading strategies at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan was 77.58 with good category.
2. The mean score of students' reading comprehension strategies at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan was 66.08, with good category.
3. Based on the data analysis by using correlation product moment, the researcher finds the coefficient correlation is 0.49 and sig (2-tailed) is 0.011. Therefore t-test showed significant correlation between students' critical reading strategies and students' reading comprehension at the fifth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan with t-count was higher than t-table ($3.061 > 2.063$).

B. Implications

Based on the research conducted under the title "The Correlation between Critical Reading Strategy and Reading Comprehension of Students at the Fifth Semester of English Department UIN SYAHADA Padangsidimpuan", the study found a significant correlation between students' critical reading strategies and their reading comprehension. The correlation coefficient of 0.486 suggests a

moderate to substantial relationship. However, the contribution of critical reading strategies to reading comprehension was found to be 24.01%, while 75.99% was influenced by other variables. This implies that while critical reading strategies have a significant impact, other factors also play a crucial role in determining reading comprehension.

C. Suggestions

After finishing the research, the researcher showed some things need to be proven. It makes the researcher give some suggestion, as follow:

1. The study findings can help English lecturers of UIN SYAHADA better understand the current use of English reading strategies among their students and actions they can take to help their students improve their reading abilities. The result of this study may help lecturers determine the appropriate reading strategies to incorporate into English reading comprehension instruction. However, to ensure success in English critical reading comprehension, students need to know which strategies to use and how to use them.
2. There are several recommendations for students in relation to this study. Students suggested reading a lot and using all reading strategies, in order to improve their reading comprehension achievement. It is advised to them to practice their reading strategies more often in order to know which reading strategies they may lack and should be improved.
3. This study gives information about the correlation between critical reading strategy used and reading comprehension of foreign language learners.

Therefore, this study can be used as reference for future studies in other skill such as listening, writing and speaking with similar problems or variables. The findings of this study were difficult to generalize because of a small number of samples. Therefore, it is recommended for future research to examine larger samples.

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APPENDIX 1

QUESTIONNAIRE OF CRITICAL READING STRATEGY

Name :
Class :
Day/ Date :

A. PENGANTAR

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang “**The Correlation between Critical Reading Strategy and Reading Comprehension of the Fifth Semester Students English Department UIN SYAHADA Padangsidimpuan**”.
2. Informasi yang diperoleh dari saudara/i sangat berguna bagi peneliti untuk menganalisis tentang hubungan Critical Reading Strategy dengan pemahaman membaca siswa.
3. Partisipasi saudara/i memberikan informasi yang sangat dibutuhkan.
4. Jawaban saudara/i tidak mempengaruhi nilai bahasa inggris anda. Jawablah dengan jujur sesuai dengan keadaan anda.

B. PETUNJUK

Read the questionnaire carefully and truthfully and answer the questions below, The questions are 1-20 items, Give the mark (√) on the column which represents yourself during reading comprehension experiences (*Baca dan jawablah angket dibawah ini dengan hati-hati dan dengan sebenar-benarnya, pernyataan tentang angket critical reading strategy ini terdiri dari item 1-20, Berikan tanda (√) pada setiap pernyataan yang menggambarkan dirimu ketika pemahaman membaca*).

No	Critical Reading Strategy Statements	Always	Often	Sometimes	Seldom	Never
1	Saya membaca judul dan sub judul sebelum membaca.					
2	Ketika saya membaca, saya memberi lingkaran pada kata-kata kunci dan menulis komentar atau pertanyaan tentang teks yang saya					

	<p>baca saat saya membaca atau saya mengidentifikasi tujuan penulis.</p> <p>.</p>					
3	Saya menetapkan tujuan sebelum proses membaca (saya pasti mengerti mengapa saya membaca teks tertentu).					
4	Menetapkan tujuan sebelum proses membaca membuat saya mudah untuk mendapatkan apa yang saya inginkan.					
5	<p>Ketika saya membaca, saya mendapatkan gambaran umum tentang struktur teks, isyarat teks dan pengalaman pribadi sebelum membaca teks atau saya mencocokkan apa yang saya baca dengan pengetahuan saya sebelumnya (apa yang telah saya ketahui sebelumnya).</p> <p>Insert.</p>					
6	Saya memprediksi teks dengan melihat gambar yang ditampilkan.					
7	Saya menemukan fitur utama dari bacaan untuk mendapatkan inti dari teks.					
8	Saya mengenali bias dari tulisan penulis.					
9	Saya membedakan fakta atau pendapat saat membaca.					
10	Saya mencari petunjuk dalam teks dan berpikir tentang apa yang dipicu petunjuk itu dalam pengetahuan sebelumnya (apa yang telah saya pelajari) atau saya membuat kesimpulan saat saya membaca.					
11	Saya mencari petunjuk dalam teks dan berpikir tentang apa yang dipicu petunjuk itu dalam					

	pengetahuan sebelumnya (apa yang telah saya pelajari) atau saya membuat kesimpulan saat saya membaca.					
12	Saya memantau pemahaman dengan memeriksa apakah teks itu masuk akal.					
13	Saya melakukan penyorotan dan pencatatan sambil membaca.					
14	Saya mencoba mengetahui tone penulis.					
15	Mengenali tone membuat saya mudah dimengerti					
16	Saya secara singkat memahami gagasan utama dari teks tersebut.					
17	Setelah membaca, saya dapat dengan mudah menulis satu paragraf atau lebih yang menyajikan ide-ide utama dengan kata-kata saya sendiri.					
18	Saya menyatakan kembali dan mengklarifikasi arti beberapa kalimat dari teks.					
19	Saya membaca ulang bagian yang akan diparafrasekan atau saya mengevaluasi bacaan saya setelah membaca buku itu.					
20	Saya percaya bahwa mengenali generalisasi diperlukan saat membaca.					

APPENDIX 2

READING COMPREHENSION TEST

Name :

Class :

Intruccion :

Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1-25 items a you choosee the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer.

This text is for number 1 to 4

Feline chlamydial conjunctivitis is an infection caused by a bacterial organism (called *Chlamydophila felis*). The most common signs of chlamydia in cats involve the eyes or the upper respiratory tract (nose or throat), and only when infection is not treated does it spread to the lungs. Because chlamydia lives inside cells of the body and is not able to survive for long in the environment, spread of infection relies on direct or close contact with an infected cat. Following infection, the incubation period (the time between infection and development of clinical signs of disease) is between three and ten days.

The bacteria primarily infects the conjunctiva, which are the delicate membranes lining the eyelids and covering the edges of the eyeballs. The infection causes inflammation known as conjunctivitis. In normal cats, the conjunctiva is not readily visible and has a pale, salmon pink color. In cats with conjunctivitis, the conjunctiva becomes swollen and red, making it more visible. The nictitating membrane or third eyelid in the inner corner of the eye may protrude partially across the eye. One or both eyes may be involved.

Affected cats initially develop a watery discharge from the eyes that quickly becomes thicker and is usually a yellow or greenish color. The eyes are uncomfortable and cats often keep the affected eye(s) closed. Many cats remain bright and otherwise appear normal, but some may develop a fever or lose their appetite. After one or two days, sniffles and sneezing may also occur. In kittens, the infection may spread to the lungs and cause fatal pneumonia.

1. What does the text mainly deal with?
 - a. The process of chlamydia affliction in cats
 - b. An overview of feline chlamydial conjunctivitis
 - c. Clinical signs of feline chlamydial conjunctivitis
 - d. The symptoms of feline chlamydial conjunctivitis
2. In the second paragraph, the word *inflammation* most nearly means ...
 - a. Rash
 - b. Bruise
 - c. Scrape
 - d. Swelling
3. In the third paragraph, the word *quickly* opposite to the word
 - a. Slowly
 - b. Running
 - c. Walk
 - d. Jump

4. ” In cats with conjunctivitis, the conjunctiva becomes swollen and red, making it more visible. (paragraph 2) the underline word refers to ...
- a. Inflammation
 - b. Bacteria
 - c. Conjunctivitis
 - d. Body

This texts for number 5 to

Madrid (Reuters) Spains most wanted thief, The Loner, saw himself as a Robin Hood-style figure and said he robbed banks only because they stole from the public, his lawyer said Thursday.

Accused of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested, Jimenez said in a letter reproduced on the websites of newspapers El Pais and El Mundo.

Trillo-Figueroa said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuter

5. What is the text about?
- a. The website of newspaper EI Pais and EI Mundo
 - b. Spanish media reporter, Jose Mariano Trilo-figueroa
 - c. The arresting of Spain's most wanted yhief in portugal
 - d. A submachine gun in preparation for another bank robbery
6. Trilo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig . (Paragraph 3). The underlined word disguised means ...
- a. Changed appearance
 - b. Reduced confidence
 - c. Damaged reputation
 - d. Exposed to view
7. " I am not a **killer** and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," The word that is bold can be in the similar word is
- a. Dancer
 - b. Digger
 - c. Criminal
 - d. Murderer
8. " Companies when he was **arrested** last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa." The word that is bold can be in the opposite word is
- a. Threatened

- b. Released
- c. Attacked
- d. Threatened

The following text is for question 9 to 11

Sangkuriang

One day, when sangkuriang was hunting. He accidentally killed his beautiful black dog, siTumang. This dog was actually his own father who had been condemned to live the life of a dog by his Guru. However, Sangkuriang never knew it.

Sangkuriang had been separated from his mother since childhood. He was destined to meet his mother again. When on his way home, he stopped at a small village. There, he met and fell in love with a beautiful girl. He didn't realized that the village was his homeland nor that the beautiful girl, DayangSumbi, was his own mother whose was still remain young and pretty.

Their love grew naturally and one day, when they were discussing about their wending plans. DayangSumbi suddenly realized that Sangkuriang's was her only son who had left twenty years ago. How could she marry her own son? But she did not wish disappointed him by canceling him wedding. So, she had a condition to Sangkuriang o provide a lake and a boat before the dawn.

Sangkuriang accepted this condition and built a lake by damming the Cestrum River. Before the dawn, the lake and the boat were almost complete. DayangSumbi realized that Sangkuriang would fulfill the condition before his

dawn. With her supernatural, she lit up the eastern horizon with flashes of light.

Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's work not yet complete and he realized that his endeavor were lost. With all his anger, he kicked the boat that he himself had built. The boat fell over and become the mountain TangkubanPerahu (in Indonesian, Tangkuban means upside down and perahu means boat).

9. What is the main idea of the second paragraph text ...
 - a. Sangkuriang's work not yet complete
 - b. Sangkuriang fell in love with his own mother
 - c. Dayang Sumbing realized that Sangkuriang would fulfill the condition before his dawn
 - d. Sangkuriang had been separated from his mother since childhood
10. The word "meet" (paragraph 2) is opposite with ...
 - a. Separate
 - b. Met
 - c. Realized
 - d. Still
11. There, he meet and fell in love with a beautiful girl. The word "Beautiful" same with
 - a. Like
 - b. Pretty
 - c. Kind

d. Love

The following text is for question 12 to 14

For many years people believed that cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

12. What is the main idea of the second paragraph?

- a. Dolphins are able to talk to one another
- b. Dolphins have a simple language
- c. Dolphins live in the sea
- d. Able to talk to one another

13. What is the topic of text above?

- a. Chimpanzees
- b. Human
- c. Language
- d. Dolphin

14. “ Dolphins may be even cleverer than these big apes” (paragraph 1) the underline word refers to
- a. Chimpanzees
 - b. Fish
 - c. Dolphin
 - d. Mammal

The following text is for question 15 to 16

Last week, my friends and I visited Jogja. We visited many places. The first, we went to Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people on the beach. There were many birds flying in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day even though I couldn't visit Malioboro, we really enjoyed it, and I hope I can visit Jogja again.

15. what is the main idea of the first paragraph of the text?
- a. Last week, my friends and I visited Jogja
 - b. Last week, we went to parangtritis beach
 - c. We visited Gembira Loka Zoo

d. We couldn't visit malioboro

16. Then, we felt hungry, so we went to a restaurant. The word "hungry" (paragraph 2) is opposite with

a. Angry

b. Full

c. Easy

d. Food

The following text is for question 17 to 20

Giraffe is the tallest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight is about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on their head, Giraffes have big brown eyes and are protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body

Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife helps them to cut branches which are very hard. Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months Generally female giraffe bears one baby, but sometimes two babies at once. Giraffe bears its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meters away height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

17. What is the text about?

- a. Narrative
- b. Descriptive
- c. Procedure
- d. Recount

18. What is the topic of the text above?

- a. Giraffe
- b. Unique characteristic
- c. Grow
- d. Long neck

19. They have a very long neck and two small horns on their head. The word “small” is synonym with

- a. Little
- b. Large
- c. Tiny
- d. Minor

20. They always eat young leaves that grow in the tree tops. The word “grow” is opposite with ...

- a. Long
- b. Tall
- c. Large
- d. Shrink

The following text is for question 21 to 23

Running is the most basic of sports that involves the lower limbs and movement in a reasonably straight line. Because of the high knee lift in sprinting, the injury patterns in sprinting are different from those in long distance running.

Many distance runners complain of low back pain because of the stiff upright styles used in the long distance running. This can be eased with number extension exercises and hip flexion. Runner's knee is particularly common in the slower distance runner who may benefit from increasing his or her speed and exercising the inner quadriceps muscles better.

Shin splits and lower limb stress fractures may be associated with poor biomechanics. It can often be corrected by a change in shoes or the insertion of orthotics. Variations on these may help ease many of the causes of foot pain that are found in distance runners. In sprinting, the runner must come out of the start block. In doing thus, he or she must rotate the legs and use adductor strength. This frequently leads to adductor pulls although it is in full flight that hamstring and quadriceps tears usually occur, especially if there is a tight bend.

A flexibility routine built into a training schedule may help prevent many of these injuries and competition should not be allowed until the sprinter is fluent in his or her stride and pain-free.

21. Which of these statements has a similar meaning to this sentence?

"Because of the high knee lift in sprinting, the injury patterns in sprinting are different to those found in long distance running."

- a. Different types of running have different types of injuries
- b. The injuries found in sprinting are caused by the high knee lift
- c. Injuries found in long distance running can also be found in sprinting that due to the high knee lift in sprinting
- d. Sprinting injuries are different to long distance injuries because in sprinting that athlete must lift his or her knees high

22. What is this topic passage about?

- a. How to deal with injuries in running
- b. Sprinting and long distance running
- c. Injuries by sprinting and long distance running
- d. Athletes should use appropriate shoes in running to avoid injuries

23. "A flexibility routine built into a training schedule may help prevent many of these **injuries** and competition should not be allowed until the sprinter is fluent in his or her stride and pain-free. The word that is bold can be in the same word is

- a. Falls
- b. Sprains
- c. Wound
- d. Broken

The following text is for question 24 to 25

Those who live at or visit high latitudes might at times experience coloured lights shimmering across the night sky. Some Inuit believed that the spirits of their ancestors could be seen dancing in the flickering aurora. In Norse mythology, the aurora was a fire bridge to the sky built by the gods. This ethereal display the aurora borealis or aurora australis, the northern or southern lights is beautiful. What causes these lights to appear?

Our sun is 93 million miles away. But its effects extend far beyond its visible surface. Great storms on the sun send gusts of charged solar particles hurtling across space. If Earth is in the path of the particle stream, our planet's magnetic field and atmosphere react. When the charged particles from the sun strike atoms and molecules in Earth's atmosphere, they excite those atoms, causing them to light up.

What does it mean for an atom to be excited? Atoms consist of a central nucleus and a surrounding cloud of electrons encircling the nucleus in an orbit. When charged particles from the sun strike atoms in Earth's atmosphere, electrons move to higher-energy orbits, further away from the nucleus. Then when an electron moves back to a lower-energy orbit, it releases a particle of light or photon.

24. What is the topic of the text above?

a. What causes Aurora

- b. The effects of Aurora
- c. The charged particles strike atoms
- d. The places where Aurora can be seen

25. “ Then when an electron moves back to a lower-energy orbit, it releases a particle of light or photon. The underline word refers to....

- a. Aurora
- b. Nucleus
- c. Electron
- d. Photon

APPENDIX 3

KEY ANSWER

- | | | |
|--------|--------|-------|
| 1. B. | 11. B. | 21. D |
| 2. D. | 12. B. | 22. A |
| 3. A. | 13. D. | 23. C |
| 4. C. | 14. A. | 24. A |
| 5. C. | 15. A. | 25. C |
| 6. A. | 16. B. | |
| 7. D. | 17. B. | |
| 8. B. | 18. A. | |
| 9. B. | 19. C. | |
| 10. A. | 20. D. | |

Appendix 6

Result of Descriptive of Statistics Using SPSS 25

		Statistics	
		Critical Reading Strategy	Reading Comperhens ion
N	Valid	50	50
	Missing	0	0
Mean		77.5800	66.0800
Median		78.0000	64.0000
Mode		78.00	60.00
Std. Deviation		10.20422	14.11880
Variance		104.126	199.340
Range		47.00	56.00
Minimum		53.00	32.00
Maximum		100.00	88.00
Sum		3879.00	3304.00

Appendix 7

Results of Normality using SPSS 25

One-Sample Kolmogorov-Smirnov Test

		Critical Reading Strategy	Reading Comperhens ion
N		50	50
Normal Parameters ^{a,b}	Mean	77.5800	66.0800
	Std. Deviation	10.20422	14.11880
Most Extreme Differences	Absolute	.072	.118
	Positive	.059	.107
	Negative	-.072	-.118
Test Statistic		.072	.118
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.080 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Appendix 8

Results of Hypotesis Test using SPSS 25

Correlations

		Critical Reading Strategy	Reading Comperhension
Critical Reading Strategy	Pearson Correlation	1	.486*
	Sig. (2-tailed)		.014
	N	25	25
Reading Comperhension	Pearson Correlation	.486*	1
	Sig. (2-tailed)	.014	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 9







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Yth.

1. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing I)
2. Sri Minda, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

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Judul Skripsi : The Correlation Between Critical Reading Strategy and Reading Comprehension at the Fifth Semester of English Department UIN Syahada Padangsidempuan.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Adalah benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan Judul Skripsi "The Correlation Between Critical Reading Strategy and Reading Comprehension at the Fifth Semester of English Department UIN Syahada Padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

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