



READING STRATEGIES USED BY SUCCESSFUL READERS
OF ENGLISH DEPARTMENT STUDENTS OF STATE INSTITUTE
FOR ISLAMIC STUDIES PADANGSIDIMPUAN

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a Partial Fulfillment of the Requirement for Degree of Education (S.Pd.) in English*

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018



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FOR ISLAMIC STUDIES PADANGSIDIMPUAN**

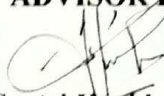
A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as a Partial Fulfillment
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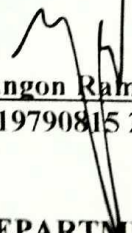
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LETTER OF AGREEMENT

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To:
Dean of Tarbiyah and Teacher
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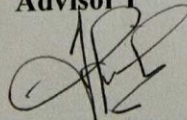
Assalamu'alaikumWr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **RIANDRY FADILAH NASUTION**, entitled "**Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

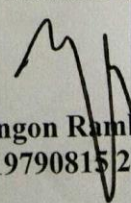
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidempuan article 14, Verse 2.

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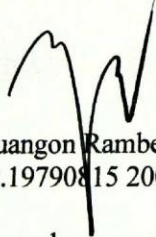
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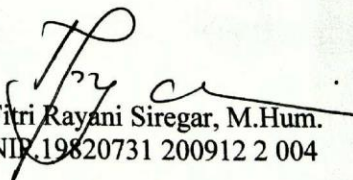
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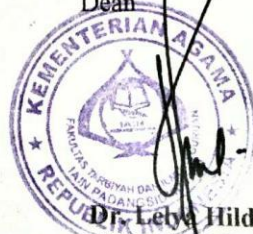
Thesis : **Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan**

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ABSTRACT

The purposes of this research are to identify the reading strategies used by successful readers of English department and to describe the steps they used the strategies, and to identify the dominant strategies that they used. Successful readers here were the students who got mark higher than 90 and could hold it in two reading comprehensions. The problems of this research were the students were lack of vocabularies, they had difficulties to answer questions after reading, and they did not know the strategies to enable them to answer the questions. Interestingly, the researcher still found that there were nine students able to hold their mark higher than 90 in two reading comprehensions.

This research is designed by qualitative approach and it is a case study. The informants of the research were nine students of English department who have passed the reading comprehension subjects. To collect the data, researcher used test (multiple choice and essay) for reading comprehension and interview guided to get the reading strategies they used. To analyze the data, researcher did data reduction, data display, and conclusion/verification.

The result of the research are there were many reading strategies used by informants toward the test given. The strategies were activating background knowledge, skimming, scanning, guessing, focusing on first sentence, and focusing on last paragraph. The steps that successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan did in using the strategies were mostly same. Based on the findings, the most dominant reading strategy used by successful readers of English department Students of State Institute for Islamic Studies Padangsidempuan was skimming.

Keywords : *Successful Readers, Reading Strategies, and Reading Comprehension*

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Padangsidempuan, June 2018
Researcher

RIANDRY FADILAH NASUTION
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is the language skill beside speaking, listening, and writing. Reading is the process of getting information from the text. As states by Goodman in Carrel, reading is a receptive language process; it is psycholinguistics process in which the readers reconstruct the meaning. It happens in human mind; people receive the text and then process with their minds.¹ Related to this defenition, Irwin says that reading is transactional between the readers and the text in specific context that results in the creation of the new text in the main of readers.² It can be concluded that reading is an interactive process between readers and writers. Readers do interactive process with writers through the text that writers wrote.

Reading is very important for every man in the world. Reading is very easy activity that can be done wherever, whenever, and however we want. There are lots of benefits of reading. Several of benefits of reading are getting the information in all aspects, increasing someone's self confidence, improving our thinking process and improving someone own language and experience.

First, reading is important to get the information in all aspects. Through reading, readers can know what they want, and they will get varied information.

¹Carrel Patricia L, et. al, *Interactive Approaches to second language Reading*. (New York: Cambridge University Press, 1998), p. 12.

²Irwin Judith Westphal, *TeachingReading Comprehension Processes*, (New York: A Division of Sinion & Schuster, Ipc, 1998), p.8-9.

Allah Almighty teaches us the importance of reading, because we can find all about our need in the Qur'an through reading. The first verse that Allah sent down to the prophet Muhammad through the angel Jibril is the surah about reading, as in Qur'an surah Al-'Alaq verses 1-5 which is the meaning:

“(1)Read! In the Name of your Lord who has created (all that exist). (2) has created man from a clot of congealed blood. (3) Read! Your Lord is the most Geberous. (4) Who has thaught (the writing) by the pen. (5) he has thought man what he didn't know. ” (QS. Al-'Alaq 1-5)³.

From the surah above, Allah shows us the importance of reading. It can be known that Allah asked prophet Muhammad to read. From those verses it can be known that reading has been existent and must be done by every man since long time ago because reading can add our knowledge in all aspects.

Second, reading is important to increase someone's self confidence. Reading is about how someone fills his brain through what she or he reads. Someone will be less confident if he or she does not have knowledge or information that she wants to say. Otherwise, someone will be confident if she or he has the knowledges and informations. Such like in discussing class, the students who read many sources will be more confident to present their paper than the students who do not read many sources. Students who have read the information or knowledges

³Muhammad Taqi-ud-Din Al-Hilali and Muhammad Mukhsin Khan, *Translation of the meaning of the noble Qur'an in the English Language*, (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

from many sources will be more active to deliver their paper in front of their friends. All the informations and knowledges are gotten through reading.

Third, reading is so beneficial to improve readers' thinking process. Reading books require readers to think and imagine about different details in the book such as characters and plot; this provides them to improve our thinking process. Repeating a habit of reading and persuading the brain to be more buoyant and absorb more information will give them a great beneficial. It also obliges readers to focus on what they are reading for long periods. Reading is not only related to the development of knowledge but also it is related to people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelegence. Moreover, these development determines what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotion, as well as verbal intelegence.

Fourth, reading is one of the ways to improve someone own language and experiences. Reading is about how to reproduce what someone has read from a text. When she or he tries to reproduce or to retell what he or she has read so he or she tries to find the new or other words that he will use to reproduce what she or he has read. Through reading someone can enrich his or her language by the experiences or vocabularies he found on texts.

However, reading is common problems of students. Students often get some difficulties in reading process. The researcher interviewed the students of English

department in State institute for Islamic Studies Padangsidempuan. Some students said that they have difficulties in reading process such as the lack of motivation for reading. They also said that they has difficulty to answer the questions after they reading the text, and they do not know the strategy to enable them to answer the questions. They are also lack of vocabulary.

Parallel with the interview that researcher did with the lecturer of reading comprehension, Mrs. Eka Sustri Harida said that there were many students could not answer the questions in examination completely. It was because students are lack of vocabulary, lack of reading habits, and they do not able to apply the reading strategies in reading process.⁴ It can be proved from their results in learning reading comprehension subject.

Interestingly, from 122 students of English Department of seventh semester who have passed Reading Comprehension I, Reading Comprehension II, and Reading Comprehension III, researcher still found several students got mark higher than 90. In Reading Comprehension I, there were 16 students got mark higher than 90 from 122 students. In Reading Comprehension II, there were 13 students got mark higher than 90 from 122 students. In Reading Comprehension III, there was only one student got mark higher than 90 from 122 students. For those three Reading Comprehension only one students could hold her mark higher than 90 from 122 students. For Reading Comprehension I and Reading

⁴Eka Sustri Harida, *Private Interview*, Lecturer of Reading Comprehension, (IAIN Padangsidempuan: November 7th, 2017).

comprehension II, there were only nine students could hold their mark higher than 90. Then, the nine students are interesting to do a research.

Students who are excellent in reading comprehension I and reading comprehension II called successful readers. Successful readers here are the students who got mark higher than 90 and could hold it in two reading comprehensions. It also can be proved from their achievement in reading comprehension subjects that they got the good results.

Moreover, strategies play an important role in reading a foreign language text. Many researchers have found that reading by using strategies are able to help students to read effectively and efficiently. They also had found that reading strategies had significant contribution for learning English, especially in reading classes for comprehending English text. Reading strategies can improve students' reading comprehension. Therefore, the students should have many and various strategies in reading to make them easier in understanding texts.

For those reasons, these case are interesting to do a research, researcher wants to know what their reading strategies in reading comprehension are, why they used those reading strategies, and what reading strategies are dominant to use in reading comprehension. It can help the others students who got low mark in reading comprehension and got difficulties in reading process to solve their problem. They can immitate the reading strategies used by successful readers. Therefore, the researcher is interested in conducting this reasearch.

B. Focus of the Research

Based on the identification above, the key components of analysis cover all possible plan reading strategies in reading. The researcher analyzed all strategy items which are listed in popular publications and out of it. To obtain the data, relevant instruments would be addressed to the successful readers of English Department students who could hold their mark higher than 90 in reading comprehension I and reading comprehension II.

C. Formulations of the Problem

In order to be clear about the problem in this research, based on identification and focus of the research above, researcher formulated the problem as follows:

1. What are the reading strategies and the steps used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan in reading comprehension?
2. What are the dominant reading strategies used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan in reading comprehension?

D. Objectives of the Research

Based on the formulations of the problem, the researcher determined the objectives of the research can be stated as follows:

1. To identify what the reading strategies and to describe the steps of reading strategies used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan in reading comprehension.
2. To identify the dominant reading strategies that successful readers of English department students of State Institute for Islamic Studies Padangsidempuan used in reading comprehension.

E. Significances of the Research

The researcher hoped that the result of this research would be something beneficial. These are some significances of the research, they are:

- a. As an additional reference for those who are interested in reading strategy.
- b. Expected to justify the reading strategy theories.
- c. As useful information for English Department students and lecturers at State Institute for Islamic Studies Padangsidempuan particularly and for all generally.
- d. As an additional references for the next researcher who wants to do a research about reading strategy.

F. Defenition of Key Terms

To reduce misunderstanding about the terms in assuming the title of this research, researcher defined the terminologies in following.

1. Reading comprehension

Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows.

2. Reading Strategies

Reading strategies are conscious plans, sets of steps that good readers use to make sense of text.

3. Successful Readers

Successfull readers in this case are the students who are excellent in reading comprehension, which is proved from their achievement in reading comprehension. They are the students who could hold their mark higher than 90 in Reading Comprehension I and Reading Comprehension II.

G. Outlines of the Research

This research was organized into five chapters. Every chapter was devided into subtopics to elaborate the given issue. First chapter, it consisted of background of the problem, focus of the research, the formulations of the problem, objectives of the research, significances of the research, defenition of key terms, and the outline of the research.

Second chapter, it consisted of theoretical description. It was divided into subchapters which consisted of description of reading comprehension, reading strategies, and successful readers. This chapter also consisted of related findings.

The third chapter was discussed about the methodology of the research. It was consisted of research method. Research method consisted of research design, place and time of the research, informants of the research, instruments of collecting data, technique of data collection, techniques of data analysis, and technique to maintain the data trustworthiness.

The fourth chapter was the research findings and discussion. The result of the research was consisted of the findings of the reading strategies used by successful readers of English department students of State Institute for Islamic Studies Padangsidempuan, description of application of reading strategies, and dominant reading strategy that they used.

And the last chapter was the fifth chapter. It consisted of conclusion about the result of this research and suggestions that are given by the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Description of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a complex process that include many components. The readers should be able to recall or to interprate information after reading. Klinger describe that reading comprehension is a multicomponent, highly complex process that involves many interactionsbetween readers and what they bring to the text (previous knowledge, strategyuse) as well as variables related to the text itself (interest in text, understanding oftext types).¹ So reading comprehension is successful interaction between readers and the text in the complex process in order to get the intended meaning from the text.

Ministry of Education Ontario states reading comprehension – the process of making sense of text – is a complex, multifaceted activity that calls on the reader’s thinking and problem-solving skills.² M. Rahmani & K. Sadeghi states that reading comprehension is an interactive mental process between the reader’s linguistic knowledge, knowledge of the

¹Klinger, J.K, Vaughn. S, & Boardman A, *Teaching Reading Comprehension to Students with Learning Difficulties, e-book*, (New York: The Guilford Press, 2007) p.8.

²Ministry of Education, *A Guide To Effective Instruction In Reading: Kindergarten To Grade 3, e-book*, (Ontario:Queens’ Printer, 2003), p.83.

world, and knowledge of the topic.³ So, the readers have to reconstruct the author's message. If the readers can read the words of a text, but get nothing about what they are reading, they are not really reading.

From the explanations above, it can be concluded that reading comprehension is an active complex process in which the readers try to construct meanings through any information from a text, evaluate the information, and then compare the information in the text with their background knowledges.

b. Types of Reading

There are two types of reading that will be explained below:

1) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country

³M. Rahmani & K. Sadeghi, 2011, Effects of Note Taking on Reading Comprehension And Recall, *International Journal of Humanities and Social Science*, 11(2), 116-128, Retrieved from <http://www.ijhssnet.com> accessed on November, 11th 2017.

where the language is spoken. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.⁴ Intensive reading needs the deep comprehending on the text because this reading purpose is to get the specific information and also to acquire knowledge.

2) Extensive Reading

The reading activity like survey reading and skimming, are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant as is the case for example with newspaper reports.⁵ Students read on several

⁴Patel, M.F & Jain, M. Praveen, *English Language Teaching (Methods, Tools and technique)*, e-book, (Jaipur: Sunrise, 2008), p.118.

⁵Geoffrey Broughton, *Teaching English as a Foreign Language (Second Edition)*, e-book, (USA: Routledge, 1980), p. 92.

ways like just read the first sentence on each paragraph, find the main idea, and read the conclusion.

Extensive reading is the best possible way for students to develop automatically-that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading programmer is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be for pleasure the main of this activity.⁶So, extensive reading is for leisure reading.

Few characteristics of extensive reading are:

1. It helps learner to develop to active vocabulary.
2. Extensive reading is silent reading.
3. In extensive reading the subject matter is emphasized.
4. In the extensive reading the learners play main role because they have to ask for measures.
5. In extensive reading the idea can be developed.
6. The aim of extensive reading is to enrich learners' knowledge.
7. Through extensive reading the good reading habit can be developed.⁷

In conclusion, extensive reading helps students to develop their vocabulary and enrich their knowledges through something they like.

The readers only read for leisure reading. They are not forced to find

⁶Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition Completely Revises and Update), *e-book*, (England: Longman, 2003), p. 204.

⁷Patel, M.F & Jain, M. Praveen, *English Language Teaching (Methods, Tools and technique)*, *e-book*, (Jaipur: Sunrise, 2008), p. 120.

specific information from the text. Then, through reading something they like, the readers' good reading habit can be developed.

c. The Goals of Reading

As the other skills, reading also has goals to develop reading comprehension. The goals mean there are some point that the readers can get from reading. Here are some goals of reading such as:

- 1) Reading for identifying important information/ for detail or facts.
- 2) Reading for main ideas.
- 3) Reading sequence or organization.
- 4) Reading for inference.
- 5) Reading to classify.
- 6) Reading to evaluate.
- 7) Reading to compare or contrast.⁸

The other aims or purposes of reading are:

- 1) To obtain information for some purpose or because we are curious about some topic
- 2) To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works)
- 3) To act in a play, play a game, play 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 happened (as reported in newspaper, magazine, reports, etc).
- 7) For enjoyment or excitement.⁹

Rizki Fiprinita says the purpose of reading is to connect the ideas on the page to what readers already know¹⁰. If the readers do not know

⁸Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 9.

⁹David Nunan, *Designing Tasks for the Communicative Classroom*, (the United Kingdom: Cambridge University Press, 1989), p.33-34.

anything about a subject, then pouring words of text in to readers' mind is like pouring water in to readers' hand. Readers do not retain much.

Usually the main purpose behind readers' reading is to make connections between what readers already know and what readers need to know.¹¹ Knowing why readers are reading will greatly increase readers' chances of understanding the material. And there are many reasons why readers might be reading some particular text, they are pleasure and enjoyment, practical application, getting overview, and knowing specific information.

In a simple way, Lester and Alice Crow distinguish the purposes of reading according to the time and situations. Lester and Crow says that there are two general purposes of reading, they are:

- 1) Leisure-time reading. It is reading for enjoyment which may vary in follow your favorite sport, article, comic and movie program.
- 2) More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.¹²

In conclusion, the purposes of reading comprehension can be various. It depends on situation and circumstances. Academically, reading is used for comprehending either written or spoken text. Even the purposes of

¹⁰Rizki Fiprinita, *Reading 1*, (Cadas Perss, 2003) P. 3-5.

¹¹*Ibid.*,

¹²Lester and Alice Crow, *How to study: to Learn Better, Pass Examination, Get Better Grades*, (USA: Collier Macmillan Publisher, 1976),p.53.

reading might be just for filling the spare time or just increasing the knowledge.

d. Levels of Reading Comprehension

Reading comprehension is not only to know what text about, but reading comprehension demands the readers to have deep understanding about the text. As has been said earlier that comprehension of text involves the knowledge of vocabulary, structure, and also situation or condition in which language used. Reading comprehension is also about to know the text and the context.

There are four categories of reading comprehension. As stated by Burns et. al in Muhammad Situmorang's journal that reading comprehension is divided into four categories: Literal reading, interpretive reading, critical reading, and creative reading. :

1) Literal comprehension

Reading for literal comprehension acquiring information that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The reader needs only to understand exactly what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. Recognizing stated main ideas details, causes, effect and sequences as the basis and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

2) Interpretation

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:

- a) finding main ideas of passage in which main ideas are not directly stated
 - b) finding cause and effect relationship when they are not directly stated
 - c) Determining referents of pronouns
 - d) Determining referents of adverbs
 - e) Inferring omitted words
 - f) Detecting moods
 - g) Detecting author's purpose in writing
 - h) Drawing conclusion
- 3) Critical Reading
Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.
- 4) Creative Reading
In creative reading, the reader must be able to think and to use their imaginations. Creative reading going beyond what the author has written, applying the ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must understand cause- effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.¹³

Based on explanations above, it can be concluded that there are four levels of reading comprehension, they are literal comprehension, interpretation comprehension, critical reading, and also creative reading.

¹³Muhammad Faisal Situmorang & Bachtiar, Improving Students' Achievement In Reading Report Text By Using Think-Pair Share Strategy, accessed from <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/1378/1137>, retrieved on November 11th, 2017 at 04:06 pm.

2. Description of Reading Strategies

a. Definition of Reading Strategies

Reading strategies are important to do by the readers in reading process. reading strategies help the readers to comprehend the text. Reading strategies are the plans for solving problems encountered in constructing meaning.¹⁴ The reader can help him self to solve his problems in reading through strategies. It can be conclude that reading strategies are the tactics of readers to solve his problem in reading.

Further, reading strategies can improve reading understanding. reading strategies help improve students performances on test of comprehension.¹⁵ So reading strategies are useful to improve readers' comprehension.

By using strategies in reading can make the readers easier to comprehend or understand the text. Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning.¹⁶ So reading strategies is an planned action to comprehend text better.

So, it can be concluded that reading strategies are ways, planned action, or procedures to get meaning or to reach goal in comprehending text, and also for solving the problems in constructing meaning.

¹⁴Richard Jack C, and Willy A. Renandya, *Methodology in language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 287.

¹⁵*Ibid*, p. 288.

¹⁶Reading Horizon, Reading Strategies Effective Reading Instruction Includes Research-Based Reading Strategies, accessed from <https://www.readinghorizons.com/reading-strategies/>, retrieved on November 11th, 2017 at 10. 15 pm.

b. Kinds of Reading Strategies

There are many reading strategies that can be used by the readers in activity of reading. The strategies will help them in comprehending the text. There are many kinds of reading strategies to help the readers in order to reach their purposes in reading.

Kathleen T. McWhorter says that effective reading is not a single step process, but a complex set of skills involving activities before, during, and after reading. Here is a partial list of some of those skills.

1. Before reading:
 - (a) Determining the subject of the material,
 - (b) Determining how the material is organized,
 - (c) Identifying what you need to remember from the material,
 - (d) Defining your purpose for reading.
2. During reading:
 - (a) Identifying what is important,
 - (b) Determining how key ideas are supported,
 - (c) Identifying patterns of thought,
 - (d) Drawing connections among ideas,
 - (e) Anticipating what is to come next,
 - (f) Relating ideas to what you already know.
3. During and after reading:
 - (a) Identifying the author's purpose for writing,
 - (b) Analyzing the writer's technique and language,
 - (c) Evaluating the writer's competence or authority,
 - (d) Asking critical questions,
 - (e) Evaluating the nature and types of supporting evidences.¹⁷

Thus, an effective reading is through several steps. It means that the readers need to pay attention to the steps that will probably help them in getting what they need in reading.

¹⁷Kathleen T. McWhorter, *Efficient and Flexible Reading*, (Niagara County Community College: Harper Collins Publisher, 1992), p. 23-24

In addition, Brown suggests that there are some strategies that can be used by the readers. The strategies are:

1. Identify the purpose of reading,
2. Use grapheme rules and patterns to aid in bottom-up decoding,
3. Use efficient silent reading techniques for relatively rapid comprehension,
4. Skimming,
5. Scanning,
6. Semantic mapping,
7. Guessing,
8. Vocabulary analysis,
9. Distinguish between literal and implied meanings, and
10. Capitalize on discourse markers to process relationship.¹⁸

Readers are supposed to identify the purpose of reading prior to the next steps mentioned. It means that the readers have to realize what their reading process for. Then, the readers may apply the next steps mentioned.

While the others reading strategies are Top-down, Bottom-up, and Interactive strategies. Here is the explanation of those strategies:

1. Top-down strategies

Top-down strategies begin with the reader's hypotheses and predictions about the text and his or her attempts to confirm them by working down the smallest unit of the printed text.¹⁹ In top-down strategies readers can use predictions, activating background knowledge, and then checking confirmation or refutations of the

¹⁸Brown, Douglas, *Strategies for Success: A Practical Guide to Learning English*, (New York: Addison Wesley Longman, inc. 2002), p. 306-310.

¹⁹David Nunan, *Practical English Language Teaching*, 1st Edition (New York: McGraw Hill, 2003), p.70.

predictions. Top-down strategies begin from the general ideas to the specific one. The readers try to understand the text by interpreting text through their experiences and background knowledge.

2. Bottom-up Strategies

Bottom-up strategies refer to the decoding of individual linguistics unit on the printed page, working one's way up from smaller to larger units to obtain the meaning and to modify one's prior knowledge.²⁰ The readers try to understand the text with building textual meaning from the smallest units to the largest units.

3. Interactive Strategies

Interactive models combine elements of both bottom-up and top-down models assuming "that a pattern is synthesized based on information provided simultaneously from several knowledge sources".²¹ The interactive process in reading will be occurred when the readers make an interactive process or work between the top-down strategies and bottom-up strategies.

Furthermore, Ontario states that there are seven thinking strategies consistently used by effective readers, they are:

1. Activating prior knowledge before, during and after reading
2. Determining the most important ideas

²⁰J.Michael O'Malley & Lorraine Paldez Pierce *Authenti Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company, Inc., 1996), p.94.

²¹David Nunan, *Practical English Language Teaching*, 1stEdition (New York: McGraw Hill, 2003), p. 72.

3. Asking questions of themes, the author, and the texts
4. Visualizing and creating the other sensory images
5. Inferring
6. Synthesizing, and
7. Using 'fix-up' strategies to repair comprehension.²²

In addition, active readers do these strategies below in reading:

1. Read each assignment differently
2. Analyze the purpose of an assignment
3. Adjust their speed to suit their purpose
4. Question ideas
5. Compare and connext the text book readings with lecture content
6. Find out what an assignment is about before reading it
7. Keep track of their level of comprehension and concentration
8. Read with pencil in hand, highlighting, jotting notes, and marking key vocabulary.²³

Further, Effective readers use strategies to understand what they read

before, during, and after reading.

1. Before reading, they:
 - a) Use prior knowledge to think about the topic.
 - b) Make predictions about the probable meaning of the text.
 - c) Preview the text by skimming and scanning to get a sense of the overall meaning.
2. During reading, they:
 - a) Monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.
3. After reading, they:
 - a) Reflect upon the ideas and information in the text.
 - b) Relate what they have read to their own experiences and knowledge.
 - c) Clarify their understanding of the text.
 - d) Extend their understanding in critical and creative ways.²⁴

²²Ministry of Education, *A Guide To Effective Instruction In Reading: Kindergarten To Grade 3, e-book*, (Ontario: Queens' Printer, 2003),p.83.

²³Kathleen T. Mcwhorter, *Efficient and Flexible Reading*, (Niagara County Community College: Harper Collins Publisher, 1992), p. 24.

²⁴Reading Strategies, THINK LITERACY: Cross-Curricular Approaches, Grades 7-12, accessed from www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf, retrieved on April 8th, 2018 at 10. 15 pm.

To sum up, in order to get aim in reading, readers need some tactics or ways. The ways will help readers to comprehend the text easier and better. Again, readers need to pay attention to some steps that probably help readers in getting ideas from the text they read.

3. Definition of Successful Readers

Successful is getting something well or it can be said as doing something and getting a satisfied result. Successful means achieving or having achieved success. Readers are people who read. So the successful readers are the readers who have good achievement in reading process.

Successful readers are those who are actives in reading process. Kathleen T. McWhorter says that active readers read each assignment differently, analyze the purpose of an assignment, adjust their speed to suit their purpose, question ideas, compare and connext textbook, reading with lecture content, find out what an assignment is about before reading it, keep track of their level of comprehension and concentration, read with pencil in hand, highlighting, jotting notes, and marking key vocabulary.²⁵ Thus, someone can be called as a successfull readers if he or she does those steps mentioned above figured by McWhorter.

²⁵Kathleen T. Mcwhorter, *Efficient and Flexible Reading*, (Niagara County Community College: Harper Collins Publisher, 1992), p. 24.

From the explanation above, it can be concluded that the successful readers are the readers who are active in reading process. The successful readers get high achievement in reading by using precise strategies.

B. Review of Related Findings

Actually, there were some researches related to this research. Many researchers had done research about students' reading strategies.

One of the researches was written by Afdaleni.²⁶ The research instruments used in the study were test, questionnaire, interview and observation. The result of the research was from learning strategy group, metacognitive strategy was the highest average score (3.65), while the lowest average score was memory strategy at the score of 2,81. Then from the learning strategy set, the highest average score was arranging and planning your learning at the score of 4.20, while the lowest average score used by successful learners in reading comprehension was employing action at the score of 2.19.

The other research was written by Ekrem Solak.²⁷ The result of the research are participants mostly prefer to use problem solving strategies compared to others. They pay closer attention to what they are reading and reread the text to increase their understanding. Following this, as global reading strategies, they

²⁶Afdaleni, Language Learning Strategy in English Reading Comprehension Used by Successful and Unsuccessful Learners at College, *International Review of Social Sciences and Humanities* Vol. 5, No. 2 (2013), pp. 193-202, accessed from <http://www.irssh.com> retrieved on November 13th at 12.39 pm.

²⁷Ekrem Solak, "The Reading Strategies Used by Prospective English Teachers in Turkish ELT Context", *International Online Journal of Education and Teaching*, vol. 1, No. 3, 2014, p. 78-89, Retrieved from <https://files.eric.ed.gov/fulltext/ED553411.pdf>, on 03.35 Pm.

have a purpose in mind when they read and they use typological aids like boldface and italics to identify key information. As from the support reading strategies, participants underline, and circle information in the text to help them remember better. Moreover, they go back and forth in the text to find relationship among ideas.

The other research was written by Eka Sustri Harida.²⁸ The result of the research is there were some strategies used by the students on their reading activities. The reading strategies done in three stages, they are pre-reading, while-reading, and post-reading stages.

Finally, this research was written by researcher to add and complete the kind of researches before. Therefore, the researcher wanted to know the reading strategies used by successful readers of English Department students of state Institute for Islamic Studies Padangsidempuan.

²⁸Eka Sustri Harida, Reading strategies Used by English Department Students of Muhammadiyah University, *Unpublished Thesis*, Graduate Program of State University of Padang, 2007, p. 67.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study the researcher wanted to get the information about the reading strategies used by successful readers of English department students of State Institute for Islamic Studies Padangsidempuan. This research was a qualitative approach and it is a case study.

Qualitative approach was designed to obtain information concerning the current status phenomena.¹ Qualitative research involves looking in-depth at non-numerical data such as observation, interview, and other more discursive sources of information which are to understand the phenomenon. In addition, descriptive qualitative research is helpful for examining a variety of educational problems and issue.² It can be concluded that Qualitative approach is an approach of reasearch which is trying to look in-depth the problem through non-numerical data to solve a problem such as observation, interview and other kinds of way which is probably useful in understanding a phenomenon.

Further, a case study can be considered a methodology, strategy of inquiry, or research strategy. It involves the study of an issue through specific cases. In case studies emphasis is placed on the exploration and description. Case studies

¹Donal, Ary, et. al, *Introduction To Research In Education* (USA: Wadsworth Group A Division of Thompson Learning Inc, 2002), p. 426.

²L. R. Gay & Peter Airasian, *Educational Research. Competencies for Analysis and Application*, (USA: New Jersey, 2000), p. 275.

can be used for descriptive, explanatory, or exploratory purposes. Case study provides an in-depth exploration of a bounded system (e.g. an activity, event, process, or individuals) based on extensive data collection.³ Moreover, case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon.⁴ Case can be an individual, an institution or a group considered as a unit in the research.⁵ So, case study is an intensive study which is conducting a study intensively.

Relating to those explanation above, this research was a case study based on this characteristic. This study attempted to explore certain information about a phenomenon or case of a subject. The case of this research was there were nine students of English Department in State Institute for Islamic Studies Padangsidempuan got high scores in Reading Comprehensions subject and could hold their mark in two Reading Comprehensions, which were only nine students from 122 students who had passed three Reading Comprehensions subject were able to hold their mark higher than 90. It means, only a few of students had good motivation in reading, and researcher wanted to know their reading strategies in Reading Comprehension.

³J. W. Creswell, *Educational Research: Planning, conducting and evaluating quantitative and qualitative research (3rd ed.)*, (Upper Saddle River, N. J: Pearson/Merrill Prentice Hall, 2008), p. 476.

⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 31-32.

⁵Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 29.

Based on the explanations above, the researcher used qualitative approach in this research. The researcher was going to find out what the reading strategies used by successful readers of English Education Department Students, how did they do the strategies , and what strategy were dominantly used by nine informants. The reading strategies that Reasearcher going to find were non-numerical data.

B. Place and Time of the Research

This research was done in State Institute for Islamic Studies Padangsidempuan. This campus is located at H.T Rizal Nurdin Sub-district of Sihitang, District of Southeast Padangsidempuan, Padangsidempuan, Province of North Sumatera, Indonesia. The research conducted from November 2017 until June 2018.

C. Informants of the Research

Informants in this research were students of English Department State Insitute for Islamic Studies Padangsidempuan who have passed Reading Comprehension subjects. The Reading Comprehension subjects were Reading Comprehension I, Reading Comprehension II, and Reading Comprehension III. The participants here are not only students of English Department who have passed the reading comprehension subjects, but also they were able to hold their mark higher than 90 in two reading comprehension those were Reading Comprehension I and Reading Comprehension II. Then, there were nine informants of this research.

D. Instrument of Collecting Data

Research instruments are tool used to collect data or information useful to answer the problem research. Generally, there are two instruments in this research, they are main instrument and supporting instrument. The main instrument was researcher himself, while the supporting instruments were test and interview.

1. Test

Test in this research was test about reading comprehension. The researcher wanted to know the real scores of nine informants wether they could answer or could not. The test was fiveteen questions which ten questions about multiple choices, and five questions about essay. Test is a tool to measure how far the students ability and comprehension of the material. In testing reading comprehension, there are some indicators:⁶

⁶J. Michael O'Malley and Lorraine Paldes Pierce, *Authentic Assessment for English Language Learners*, (United States of America: Addison-Wesley Publishing Company. 1996), p. 98

Table 1
Indicators of Reading Comprehension

No	Indicators of reading comprehension
1	Identifying topic sentence
2	Identifying main idea
3	Identifying important information
4	Identifying vocabulary
5	Identifying conclusion

Further, this test has been validated for the content by the validator, the lecturer of Reading Comprehension itself.

2. Interview guided

Interview is an interactive activity between interviewer and interviewee in getting certain aim. An interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person.⁷ Besides that, interview is a method of data collection with the question and answer unilateral and done in a systematic and based on the research objectives.

Interview guided was addressed to nine informants. The interview guided was used to investigate the reading strategies used by the informants, how do

⁷L. R. Gay and Peter Airasian, *Educational Research: Competences for Analysis and Application*, (USA: New Jersey, 2000), p. 219.

they do the strategies for reading and what kinds of reading strategies they used on their reading activities.

E. The Techniques of Data Collection

The techniques of data collection in this research were testing and interviewing. The researcher would explain the way of collecting data.

1. Testing

Testing was done by the researcher to the nine informants. It was conducted after researcher doing proposal seminar. It was conducted in State Institute for Islamic Studies Padangsidempuan. The procedures were:

- i. Researcher asked nine informants readiness or willingness to join this research.
- ii. Researcher invited the informants to a room in Tarbiyah and Teacher Training Faculty.
- iii. Researcher gave the test.
- iv. Informants did the test.
- v. Researcher collected the informants' test sheet.
- vi. Researcher checked the informants' test sheet.

2. Interview

Interview was done after checking the informants' test sheet. The interview guided was directed to the nine informants. The procedures are:

- i. Researcher prepared interview guidance and recorder.
- ii. Researcher asked the readiness or willingness of the informants, and also ask about time and place that they will.
- iii. Researcher invited them to the place that have been agreed.
- iv. Researcher did interview one by one towards the informants.
- v. Researcher wrote the answer of informants on the interview guidance and also records the talking while interviewing.

F. Techniques of Data Analysis

After the data have been collected, there would be the data analysis. Data analysis was concerned with describing what were in the data. Based on the collecting data, they were testing and interview, the data was analyzed by qualitative ways. The researcher analyzed to them by using three steps. They are data reduction, data display, and conclusion/verification.

1. Data reduction

First thing that researcher did was recording and writing the transcription of interview. After writing the transcription of interview, researcher did reduction. The researcher got the important things from the transcription of interview to present the data.

2. Data display

After doing data reduction, the researcher presented the data by taking the important one from the transcription of interview that was appropriate for the result of interview. Then, researcher presented the data by describing the data in a qualitative way. The description of data here was in a narrative way.

3. Conclusion/verification

After doing data display or presenting data, the researcher did conclusion/verification. Researcher summarized the data that has been presented. In the end researcher took the conclusion of the data presented and gave suggestion.

To sum up, the researcher did those three steps in analyzing the data. The researcher reduced the transcription of interview, presented the data, and concluded the data presented.

G. Techniques to Maintain the Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. The trustworthiness of a qualitative research can be increased by maintaining high credibility and objectivity. To reduce the bias of the data, and to improve the validity of the data collection, Gay suggested several strategies as follows:

- a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or compare participant's consistency of responses.
- b. Including addition participants to broaden the representativeness of the study and thus the data.
- c. Make a concerted form to obtain participant trust and comport, trust providing more detailed, honest information from participants.
- d. Try to recognize one's own biases and references and be honest with oneself in seeking them out.
- e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
- g. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.
- h. Record in journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i. Examine unusual result for explanation.
- j. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal question asked on three different occasions.⁸

⁸L.R. Gay & Peter Airasian, *Education Research...* p. 225.

Based on strategies above, the researcher used triangulation to check the data Trustworthiness. Researcher confirmed the result of interview one another. The researcher confirmed all the informants' result of interview.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents data analysis which deals with the data investigated from the research. The data were about reading strategies used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan and the steps they do the strategies, and dominant strategies they used. In this chapter, the researcher presents three things: findings, discussions and threats of the research.

A. Findings

1. Reading Strategies and the Steps Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan.

Before going to explain the reading strategies used and the steps based on indicators of reading comprehension, researcher describes reading strategies generally used by the successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan.

Based on the interview about general reading strategies usually used by informants, there were many informants have the same reading strategies.¹TMS, AS, and EK usually use *skimming, scanning, and taking note* in their reading comprehension activities. Mostly same with them, DM, DMS,

¹Informants of the research, *Private Interview*, Successful Readers of English Department, (IAIN Padangsidempuan: May 8th, 2018)

LR, NY, and WF usually use *skimming and scanning* in their reading comprehension activities. Different with them, DSS usually uses *skimming, scanning, underlining or taking note, paraphrasing, and guessing* in her reading comprehension activities.

In conclusion, there are many reading strategies generally used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan. The reading strategies are *skimming, scanning, underlining or taking note, paraphrasing, and guessing*.

After giving the description about reading strategies used generally by them, the reseracher gives the description of the reading strategies used and the steps based on indicators of reading comprehension test given to the informants. The informants were given interview by the researcher. The interview were about the informants' reading strategies answering the test given. The tests consisted five indicators of reading comprehension. The indicators were identifying topic, identifying topic sentence, identifying important information, identifying vocabulary and identifying conclusion.

The reading strategies that used by the Successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan based on the indicators of reading comprehension test as follows:

a. Identifying Topic.

In identifying the topic, informants used various strategies. First informant was TMS. The transcription of interview can be seen below:²

- Researcher : “How do you find the answer number one?”
 TMS : “I see directly first paragraph instead of other paragraphs. Besidewesee from here, we have to recognize what kind of text it is. If it is descriptive it must describe, but it is explanation text. So that’s why the answer is E for this question.”
 Researcher : “So, by looking the first paragraph you decide that the answer of question number one is E ? and how do you make sure that by looking first paragraph you can find the answer?”
 TMS : “Because in the general, first paragraph will contain the main idea that the pick for the following paragraphs. So, if there is main idea here, so the following paragraph must refer to the first paragraph. Then, I read the following paragraphs quickly.”

From the interview, it can be seen that TMS focused on first paragraph in identifying the topic. He said that generally first paragraph contains the main idea that pick for the following paragraphs. Beside focusing on first paragraph, he also recognized the kind of the text to get the topic easier.

It can be seen that TMS used steps as follows in identifying Topic:

- 1) Reading first paragraph,
- 2) Recognizing kind of the text,
- 3) Focusing on first paragraph,

²TMS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

4) Reading the following paragraphs quickly.

Based on the result of interview, it can be seen that there were four steps used by TMS in identifying topic. Based on the steps that TMS used, researcher categorized that TMS used *activating background knowledge and skimming* in identifying topic.

Another informant was DM. DM used mostly same strategies with TMS in identifying topic. The transcription of interview can be seen below:³

- Researcher : “I found the first answer toward question number one is good. How do you find the answer?”
 DM : “First, I just read the first paragraph. Before that, I read the question, then read the first paragraph only.”
 Researcher : “So, you try to find the answer only by reading the first paragraph?”
 DM :”Yes.”

It can be seen from the interview, DM read the first paragraph only toward question number one. So, the strategy that DM used in identifying topic was only reading the first paragraph.

Then, DMS was one of the informants. She skimmed the text to get the topic. It can be seen from the interview:⁴

- Researcher : “Number one you choose E ‘The influence of television on people’s daily life’. It is good. Why do you decide that the answer is E ?.”

³DM, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

⁴DMS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

- DMS : “Because the question is the writer wants to tell the influence of television on people’s life. The text is about television.
- Researcher : How do you decide it?”
- DMS : “Actually, I skim the text. I don’t read all the sentences in each paragraph. I only read one or two sentences in every paragraph.”

Different with TMS and DM, DMS has another reading strategies in identifying the topic. She did not read all the sentences in each paragraph. She skimmed the text by reading only one or two sentences in every paragraph. From the result of interview, it is completely clear that DMS used *skimming* in identifying topic sentences. Based on the interview, she did *skimming* by reading one or two sentences in each paragraph.

AS as one of the informants has the same with TMS, DM, and DMS in identifying topic. It can be seen from the transcription of the interview:⁵

- Researcher : “How do you find the answer number one?”
- AS : “The question is about what the text tells about. I read first paragraph. After that, I read first sentence of each paragraph. Then, I focused on last paragraph. yep, by this strategy I can find that “The influence of television on people’s daily life” is the suitable answer for number one.”

Based on the result of interview, it can be known that AS used several steps in identifying the topic. The steps were:

- 1) Reading first paragraph,
- 2) Reading first sentences of each paragraph.

⁵AS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidimpuan: May 8th, 2018)

3) Focusing on last paragraph.

Based on the steps that AS did in identifying topic, researcher categorized that the reading strategy used by AS was *skimming*.

Another informant was LR. Her strategy in identifying topic was only reading first paragraph. here is the transcription of interview:⁶

- Researcher : “I look that you choose E for question number one. How do you choose it?”
 LR : “I choose the answer because I read paragraph one.”
 Researcher : “Do you believe without looking entire paragraph you can answer the question number one?”
 LR : “Yes. My strategy for number one is only reading first paragraph. Then, I choose ‘The influence of television on people daily life’.”

DSS was one of the informants. She has mostly same strategies with AS in identifying topic. It can be seen from the interview:⁷

- Researcher : “Your answer toward question number one is good. How do you decide it?”
 DSS : “The question is about what the text tells about. I focus on the first and last paragraph. But then, I read the entire paragraphs quickly. Focus on first and last paragraph is not strongly enough to get the sense of the text. That is why I need to skim the text instead of focus on first and last paragraph only.”

Based on the result of interview it can be known that in identifying topic, DSS focused on first and last paragraph. Then, she read the entire paragraphs quickly. Here were the steps that she used :

⁶LR, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

⁷DSS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

- 1) Focusing on the first paragraph,
- 2) Focusing on the last paragraph,
- 3) Reading entire paragraph quickly

Based on the steps, researcher categorized that DSS used *skimming* in identifying topic.

Another informants was NY. She read the text quickly in identifying the topic. She tried to find out what each paragraph tells about. It can be seen from the interview below:⁸

Researcher : “How do you find the answer number one?”
 NY : “I read the text quickly. Then, I try to find what the text tells about. I try to find out what each paragraph tells about. After that I try to find what the text tells about.”

Based on the result of interview, it can be known that NY used three steps in identifying topic. The steps were:

- 1) Reading the text quickly
- 2) Trying to find out what the each paragraph tells about.
- 3) Trying to find out what the text tells about.

Based on the steps that NY used, researcher categorized that NY used *skimming* in identifying topic.

⁸NY, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidimpuan: May 8th, 2018)

WF was one of the informants. She has same strategy with DM and LR in identifying topic. The strategy was reading first paragraph only. It can be seen from the interview below:⁹

- Researcher : “I look that you choose E for question number one. How do you choose it?”
 WF : “My strategy for number one is only reading first paragraph. Then, I choose ‘The influence of television on people daily life’.”

Then, the last informant was EK. In identifying topic, she did not only read first paragraph but also read the entire paragraphs quickly to get sense of the text. It can be seen from the interview:¹⁰

- Researcher : “How do you find the answer number one?”
 EK : “I see directly first paragraph instead of other paragraphs. beside that, I also read other paragraphs by reading quickly to get sense of the passage.”
 Researcher : “So, by looking the first paragraph you decide that the answer of question number one is E ? and how do you make sure that by looking first paragraph you can find the answer?”
 EK : “Because in the general, first paragraph will contain the main idea that will represent the whole passage. Beside that, I also read the other paragraphs quickly to get sense of the passage.”

Based on the result of interview, it can be known that there were two steps used by EK in identifying topic. The steps were:

- 1) Reading first paragraph directly
- 2) Reading other paragraphs quickly.

⁹WF, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

¹⁰EK, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

Based on the steps that EK used, researcher categorized that EK used *skimming* in identifying topic.

In conclusion, there were two reading strategies used by successful readers in identifying the topic. The strategies were *activating background knowledge and skimming*.

b. Identifying Topic Sentence

In identifying topic sentence, informants have same strategy.¹¹ Based on the result of interview, Informants focused on the first sentence and they also read all sentences in a paragraph to get the topic sentence.

c. Identifying Important Information.

In identifying important information, informants have several strategies. First informant was TMS. TMS applied both skimming and scanning in identifying important information. It can be seen from the interview:¹²

Researcher : "How do you find the process of flood in the text?"
TMS : "It is about skimming and scanning. Applying both."

Based on the result of interview, it can be known that TMS used *skimming and scanning* in identifying important information.

¹¹Informants of the research, *Private Interview*, Successful Readers of English Department, (IAIN Padangsidimpuan: May 8th, 2018)

¹²TMS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidimpuan: May 8th, 2018)

Next informant was DM. She used the same strategy with TMS. She used scanning. here is the interview below:¹³

Researcher : “How do you find the answer for number fourteen?”
 DM : “I use scanning. The answer here is the specific information. So, scanning is appropriate strategies to find the specific information.”

Based on the result of the interview, it can be known that DM used *scanning* in getting the important information.

The same strategies with TMS, DMS also used scanning and skimming in identifying important information. It can be seen from the interview:¹⁴

Researcher : “Your essay tests are good. Regarding to your essay test, how do you answer number eleven?”
 DMS : “Actually I go directly to the first paragraph. Then to answer all the essay, I read the question then try to find the appropriate answer for the questions. For number fourteen, I use scanning because it needs specific information. For number thirteen, I use skimming.”

Based on the result of interview above, there were two reading strategies used by DMS in identifying important information. She used *scanning and skimming* in identifying important information.

AS also has same strategies with TMS, DM, and DMS in identifying Important information. She used skimming and scanning. it can be seen from the interview:¹⁵

¹³DM, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

¹⁴DMS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

Researcher : “How do you answer number fourteen?”
 AS : “I look at the key word. Then I read the text quickly to find out the key words. The key word is ‘disease’. After that I read the text quickly and finally I find the key word in fifth paragraph. Then, I find the answer.”

Based on the result of interview above, there were two steps used by AS in identifying important information. The steps were:

- 1) Looking at the key words,
- 2) Reading text quickly to find the key words on the text,

It can be known that AS looked at the key words, then read the text quickly to find the key words on the text to identify the important information. Based on the steps used by AS, researcher categorized that AS used *scanning* and *skimming* in identifying important information.

In conclusion, there were two reading strategies used by successful readers in identifying the topic. The strategies were *scanning and skimming*.

¹⁵AS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

d. *Identifying vocabulary*

The next indicators of reading comprehension test was identifying vocabulary. in identifying vocabulary, the informants have their own strategies. First informant was TMS. The transcript of interview as follows:¹⁶

- Researcher : "Number eight, you choose A, and it is good. Why do you choose A?"
 TMS : "It is about vocabulary. It is to show the fourteen floor. Window, it does not make sense. Roof also. Door, I don't think so. Stair is just stair. Something someone to cross, to pass."
 Researcher : "Do you regard also to the text and context?"
 TMS : "ya."

Based on the interview above, it can be known that TMS regarded of the text and context in identifying vocabulary. he tried to put one by one words in the multiple choice to the sentence. Then, he found the most suitable vocabulary for the sentence. Researcher categorized the strategy used by TMS in identifying vocabulary is *guessing*.

The same strategy with TMS was used by DM. It can be seen from the result of interview below:¹⁷

- Researcher : "Number eight, you choose A, and it is good. Why do you chose A?"
 DM : "I just try to find which one of the entire multiple choices in this number is suitable to replace word story. For me, the most appropriate is floor."

¹⁶TMS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

¹⁷DM, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

It can be known from the result of interview that DM tried directly to find the most appropriate word to replace the vocabulary given in the test. Researcher categorized that DM used *guessing* in identifying vocabulary.

Next informant was DMS. DMS used the same strategy with TMS and DM. It can be known from the result of intrview:¹⁸

- Researcher : “Number eight, you choose A, and it is good. Why do you choose A?”
 DMS : “For me, because it is a “tower”, so something in my mind is a tall buiding. Then, before word story is 14, I conclude that the best answer for this is floor. “

Based on the interview above, it can be seen that DMS regarded to the words before the vocabulary. Then, he concluded the most suitable answer. Researcher categorized that DMS used *guessing* in identifying vocabulary.

AS clearly stated that she used *guessing* in identifying vocabulary. it can be known from the result of the interview:¹⁹

- Researcher : “Number eight, you choose A, and it is good. Why do you choose A?”
 AS : “I think it is about finding something most suitable word to replace the story. I choose A because I guess that it is floor because there are ‘library’ and ‘tower’.”

It can be known that she guessed by regarding of the words in the sentence in identifying vocabulary.

¹⁸DMS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidimpuan: May 8th, 2018)

¹⁹AS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidimpuan: May 8th, 2018)

The next informant was LR. LR has the same strategy with TMS. It can be known based on the result of interview below:²⁰

Researcher : “Number eight, How do you choose A as the answer?”
 LR : “This is about vocabulary. So the best strategy for this is text and context. It means that choosing appropriate vocabulary towards the sentence. So A is most relevant than others.”

It can be known that LR regarded of the text and context in identifying vocabulary. Then, she chose the appropriate vocabulary toward the sentence. Researcher categorized that the strategy used by LR in identifying vocabulary was *guessing*.

Similarly with LR, DSS used *guessing* in identifying vocabulary. it can be known based on the result of interview:²¹

Researcher : “How about number eight. I look that you choose A. How do you choose it?”
 DSS : “It is to show the fourteen floor. Window, it does not make sense. Roof also. It is to show the fourteen floor, not window, roof, door or stair.”

In the other words, DSS tried to guess the most suitable vocabulary to replace the vocabulary in the sentence. She decided something that make sense for the sentence. Researcher categorized that the strategy was used by DSS in identifying vocabulary was *guessing*.

²⁰LR, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

²¹DSS, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

The next informant was NY. She clearly stated that she used *guessing* in identifying vocabulary. it can be seen from the result of interview below:²²

Researcher : “How about number eight. How do you decide that floor is the appropriate answer for the question?”

NY : “I choose it by guessing the word’s meaning. I try to put all the multiple choices to the sentence, but only floor makes sense. The sentence is about tower. So, I think appropriate answer for this is floor.”

Based on the interview above, it can be known directly that the strategy used by NY in identifying vocabulary was *guessing*.

Next informant was WF. She clearly stated that she used guessing in identifying vocabulary. it can be known from the result of interview:²³

Researcher : “Number eight, how do you choose A as the answer?”

WF : “I guess the appropriate vocabulary for that.”

The last informant was EK. She has same strategy with other informants. It can be seen from the result of interview below:²⁴

Researcher : “Number eight, you choose A, and it is good. Why do you choose A?”

EK : “It is about vocabulay. It is to show the fourteen floor. Window, roof, door, stair, they do not make sense. “

In the other words, EK regarded of text and context. She tried to get the most suitable word by taking something that make sense. Researcher

²²NY, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

²³WF, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

²⁴EK, *Private Interview*, Informant of the research (Successful Readers of English Department), (IAIN Padangsidempuan: May 8th, 2018)

categorized the strategy used by EK in identifying vocabulary was *guessing*.

In brief, the researcher found that the informants have different steps in identifying vocabulary. Eventhough The steps they did were various, but its refer to *guessing*. In conclusion, researcher conclude that successfull readers of English Department students of State Institute for Islamic Studies Padangsidimpuan used *guessing* in identifying vocabulary.

e. Identifying Conclusion

The next indicators of reading comprehension test was identifying conclusion. Based on the interview, informants believe that the conclusion of the passage is always placed in the last paragaph.²⁵ Then, in identifying conclusion, they focused on last paragraph.

In the final analysis, There were many reading strategies used by successful readers of English Department students of State Institute for Islamic Studies Padangsidimpuan toward the reading comprehension test given. They were *activating background knowledge, skimming, scanning, guessing, focusing on the first sentence, and fosusing on the last paragraph*.

²⁵Informants of the research, *Private Interview*, Successful Readers of English Department, (IAIN Padangsidimpuan: May 8th, 2018)

2. Dominant Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan

Based on the findings of this research, the researcher found that there were many reading strategies used by informants toward the test given. They used *activating background knowledge, skimming, scanning, guessing, focusing on the first sentence, and focusing on the last paragraph.*

The use of reading strategies by informants sorted from the most dominant to the least dominant are follows:.

- a. *Skimming* was used by the informants in identifying topic, and identifying important information
- b. *Scanning* was used by the informants in identifying important information
- c. *Guessing* was used by the informants in identifying vocabulary
- d. *Activating background knowledge* was used by the informants in identifying topic.
- e. *Focusing on the first sentence* was used by the informants in identifying topic sentence.
- f. *Focusing on the last paragraph* was used by the informants in identifying conclusion.

Based on the findings above, it can be concluded that the most reading strategies used successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan toward the test given were *skimming*. They used *skimming* in identifying two indicators of reading comprehension. They used *skimming* in identifying topic and important information.

B. Discussions

By looking on the result of interviews, the researcher found that the successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan used many reading strategies to answer the test given. The reading strategies used by them were *activating background knowledge, skimming, scanning, guessing, focusing on first sentence, and focusing on last paragraph*.

One of the reading strategies was activating background knowledge. They used this strategy in identifying the topic. Ontario states that activating prior knowledge before, during, and after reading is one of seven thinking strategies used by effective readers.²⁶ This strategy was used to make them easier to comprehend what the text told about. In addition, Eka Sustris Harida also states that activating background knowledge is very important in pre-reading activities.²⁷ If the students have much knowledge about what they will be read, they will be easy

²⁶Ministry of Education, *A Guide To Effective Instruction In Reading: Kindergarten To Grade 3, e-book*, (Ontario:Queens' Printer, 2003),p.83.

²⁷EkaSustrisHarida, Reading strategies Used by English Department Students of Muhammadiyah University, *Unpublished Thesis*, Graduate Program of State University of Padang, 2007, p. 52.

to understand the text. Therefore, activating background knowledges is suggested to be done in reading activities.

Skimming was one of the strategies that the informants used. This strategy was the dominant strategy used by informants toward the text given. Skimming was used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan in identifying topic, and important information. Brown suggests that skimming is one of reading strategies that can be used by readers.²⁸ Further an effective readers preview the text by skimming and scanning to get a sense of overall meaning.²⁹ Therefore skimming is suggested to be done in activity of reading.

Scanning was used by informants. Brown also suggests this strategy in reading.³⁰ Informants used scanning when they found question about specific information. They used this strategy to identify important information. Scanning helped them to find the specific information easier.

Guessing was one of reading strategies used by the informants. They used it in identifying vocabulary. Brown suggests than one of reading strategies that can be used in reading activity is guessing.³¹ The informants guessed the meaning of

²⁸Brown, Dauglas, *Strategies for Success: A Practical Guide to Learning English*, (New York: Addison wesley Longman, inc. 2002), p. 306-310.

²⁹Reading Strategies, THINK LITERACY: Cross-Curricular Approaches, Grades 7-12, accessed from www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf, retrieved on May17th, 2018 at 02.10 pm.

³⁰Brown, Dauglas, *Strategies for Success: A Practical Guide to Learning English*, (New York: Addison wesley Longman, inc. 2002), p. 306-310.

³¹*Ibid.*,

vocabulary by considering of the text and context. Therefore, it helped them in identifying vocabulary.

Thus, successful readers of English department used those strategies above in getting the indicators of reading comprehension on the test. They were identifying topic, identifying topic sentence, identifying important information, identifying vocabulary, and identifying conclusion. Therefore, those strategies helped them to be easier in answering the test given.

C. The Threats of the Research

This research was done by the researcher on the fourth year of English Department students of State Institute for Islamic Studies Padangsidempuan. The findings might not have the same results in other university; the truth that researcher found might not be generalized in other places for the problems of different conditions. The threats that researcher found in doing the research were:

1. Informants were the final students. It was difficult to gather them in a same place and time.
2. Some of them did not follow the rule. They did not come on time that we have agreed together.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of this research, it can be concluded that:

1. There were many reading strategies used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan. The strategies were *activating background knowledge, skimming, scanning, guessing, focusing on first sentence, and focusing on last paragraph*. The steps that successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan did in using the strategies were mostly same.
2. The most dominant reading strategies that successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan used toward the test given was *skimming*. They used this strategy in identifying topic and important information.

B. Suggestions

Based on the conclusions above, researcher suggested as followings:

1. From the first conclusion, it can be seen that successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan have many reading strategies toward reading comprehension test. Therefore, the researcher suggested other students to find their own strategies that appropriate for themselves. Everyone can succeed with different strategies.
2. It can be seen that successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan were able to choose good and appropriate reading strategies for appropriate English text. Therefore, The researcher suggested other students to use the strategies that used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan in their reading activities.
3. From the second conclusion, it can be seen that there was most dominant reading strategy used by successful readers of English Department students of State Institute for Islamic Studies Padangsidempuan toward the test given. Therefore, the researcher suggested other students to use one or two most reading strategies used by successful readers rather than others.
4. For other researchers, it can be as inspiration to do more study about English reading strategies and what will be related to this findings.

Other researchers are also expected to continue this research with the others best instruments that can trace the deeper data that were needed.

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APPENDIX 1

Informant's Name :
Reg. Numer :

A. MULTIPLE CHOICES

Instruction:

Read the text carefully and answer the question below. Each one is follow by several question about it. Choose the one best answer, A, B, C, D, or E to each question. Give mark (x) on the best answer.

This text for questions number 1 to 4.

The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmfuly effects on children.

Many people who are alive today know what it is like to live in a world without television. Television as we know is only about fourty years old. Yet it is so much a part of our lives that it seems as if it had always existed. Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

In other side, there are many people disagree about it. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle. Television also helps us to encourage knowledges, because there are a lot of knowledges to be gained from television's program. For example news program in television will give us a lot of information that will be our knowledge.

However, television is credited with being a great teacher. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day. Experts will probably continue to argue about television's value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

1. The writer wants to tell
- A. the development of television
- B. the advantages of television program
- C. how television destroys people's life

- D. how television improves people's knowledge
 - E. the influence of television on people's daily life
2. Which paragraph tells us that the television helps the watcher understand how people live and also get knowledges?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
 - E. Paragraph 1 and 2
3. Which of the following is good for children in watching TV?
- A. The children should watch the violence on TV
 - B. Children may watch TV whenever they like
 - C. There shouldn't be government censorship of TV program
 - D. Children should spend all their time to watch TV program
 - E. Children should be accompanied by their parents in watching TV
4. Based on third paragraph, which one from the following sentences is the minor supporting sentence?
- A. They claim that television is a powerful educational tool.
 - B. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion.
 - C. It helps us understand how people live, work, and struggle.
 - D. Television also helps us to encourage knowledges, because there are a lot of knowledges to be gained from television's program.
 - E. For example news program in television will give us a lot of information that will be our knowledge

The following text is for questions 5 to 8.

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

5. What is the text about?
 - A. The digestive system
 - B. The digestive juice
 - C. The method of the digestive system
 - D. The process of intestine work
 - E. The food substances

6. How can we swallow the food easily?
 - A. The food changes into acids absorbed by the villi.
 - B. The food must be digested first through the process.
 - C. The food is directly swallowed through esophagus into the stomach.
 - D. The food is mixed with the juices secreted by the cells in the stomach.
 - E. The food we take must be changed into substances carried in the blood to the places.

This text for question number 7-8

The Johnson Wax Company Laboratory is a 14-story glass tower. The tower is rectangular with curved corners. The tower has a central column. Inside the central column there is an elevator, stairs, and pipes. Only this structural core touches the ground. The floors of the laboratory are built around the central column. There are alternating large square floors and smaller circular ones. Perhaps the most interesting view of the laboratory is seen when the sun is behind the tower. Then the outline of the circular floors shows through the glass.

7. The Following sentences are true except.....
 - A. The Johnson Wax Company laboratory is consisted of 14-story.
 - B. The floors are buit around the central column.
 - C. All the structural touch the ground.
 - D. The most interesting view of the laboratory is seen when the laboratory is infront of the sun.

- E. The outline of the circulars floors shows the glass.
8. The Johnson Wax Company Laboratory is a 14-story glass tower. The underlined word means.....
- A. Floor
 - B. Window
 - C. Roof
 - D. Door
 - E. Stair

This text for questions number 9 to 10.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

9. Why is formalin dangerous for human's body?
- A. It is not food preservatives.
 - B. It is a disinfectant for human beings.
 - C. It is used to preserve biological specimens.
 - D. It is 10% solution of formaldehyde in water.
 - E. It is controlled flighty from the government.
10. The main idea of paragraph 2 is
- A. the human's bodies will be harmful after consuming the formalin

- B. the government has not controlled the use of formalin firmly.
- C. the weak control of using formalin is not threatening the human
- D. the human`s bodies will be harmful after consuming the formalin
- E. the use of formalin is known all over the regions

B. ESSAY

This text for Question number 11 to 15.

During this time the water has always been something very useful and needed for the whole human race, given how people living in dry areas without clean water can only bewail their fate cross-legged in the absence of clean water, they can only hope the existence of Government assistance who willingly share clean water to them, or which make great gift of rain for them. Even in a region where people drink from the urine of cows.

But it is another story if the water came up with the amount of the excess that will cause impact damage and harm to the surrounding community. In Indonesia or rather of Jakarta City, flooding is a problem that often hit the people. Where every time a flood hit, then it will impact the troubled society. Today, most of the flood that hit the community is troublesome and floods resulting from the seeds of the troubles that have grown the community itself.

The flooding comes from excess middens in the gutter, mining that continues to erode the soil layer to the surface of the ground, causing a decrease in illegal logging that continues to eat away at the jungle. It is all the seeds the man planting a long time ago and finally harvested by the younger generation.

The process of flooding it self occurs when the rainy season comes and caused water sources such as rivers, seas, lakes, and ditches no longer holds water that down. Bare soil without overgrown trees will speed up the process of the frequent air times, since trees should absorb the water to be used as ingredients of photosynthesis has gone and made a cut down material furniture. When water no longer can hold, the water will overflow and drain into the settlement, causing an impact that is not arguably a bit.

Floods on a large scale would cause harm and damage to the population. If the water is overflowing the sources come from waste water, the flood will cause disease such as itching, diarrhea and so on. Diarrhea is a dangerous disease because there many people die because of the diarrhea. Floods in a large scale would also cause harm and damage to the buildings. Beside that, it also would disturb the people activity. The people can not do their activity as ordinary. For example, students will not present in to the school, Employees will not go to work because the street is not comfortable to be passed. So, Flood is really cause harm and damage to the population.

So, who exactly is to blame? Most communities often blame the Government over the occurrence of floods that hit their area. Blaming the Government for not providing adequate facilities to prevent flooding. However, try to re-think.

If the community itself does not create a garbage stack in water sources such as rivers, ditches, even the sea, flood as happening in Jakarta would not have happened. If the community does not conduct illegal logging of the rainforests of Borneo will be complete with coal mining his unbridled, Borneo rain forest will not be turned into an artificial lake as of now.

11. Which paragraph on the text that shows the general statement?
12. How is the flood happening?
13. Determine and identify all the supporting sentences and supporting details on the fifth paragraph!
14. From the text, what are some deases caused by flooding?
15. What is the conclusion of the text above?

Validator

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APPENDIX 2

Key Answers

A. MULTIPLE CHOICES

- 1.E
- 2.C
- 3.E
- 4.E
- 5.A
- 6.B
- 7.C
- 8.A
- 9.A
- 10.B

B. Essay

11. The first paragraph shows us the general statement. Because in Explanation text the general statement always placed in the first paragraph.
12. The process of Flooding are
 - a. Flooding it self occurs when the rainy season comes and caused water sources such as rivers, seas, lakes, and ditches no longer holds water that down.
 - b. then, bare soil without overgrown trees will speed up the process of the frequent air times, since trees should absorb the water to be used as ingredients of photosynthesis has gone and made a cut down material furniture
 - c. then, when water no longer can hold, the water will overflow and drain into the settlement, causing an impact that is not arguably a bit.
13. Supporting sentences :
 - (1). If the water is overflowing the sources come from waste water, the flood will cause disease such as itching, diarrhea and so on.
 - Supporting detail: Diarrhea is a dangerous disease because there many people die because of the diarrhea
 - (2) Floods in a large scale would also cause harm and damage to the buildings.
 - (3) Beside that, it also would disturb the people activity.
 - Supporting detail: The people can not do their activity as ordinary

(-) Supporting details: -For example, students will not present in to the school, Employees will not go to work because the street is not comfortable to be passed.

14. The flood will cause disease such as itching, diarrhea and so on.

15. Conclusion of the text

If the community itself does not create a garbage stack in water sources such as rivers, ditches, even the sea, flood as happening in Jakarta would not have happened. If the community does not conduct illegal logging of the rainforests of Borneo will be complete with coal mining his unbridled, Borneo rain forest will not be turned into an artificial lake as of now.

Validator

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APPENDIX 3

Transcript of Interview

1. Interview with TMS

I : Assalamualaikum, first of all I want to say thank you in advance for being my informant here. May we graduate as soon as possible.

TMS : Walaikumussalam. Amiin.

I : What are reading strategies that you usually use in reading activities?

TMS : I always used skimming, scanning, and taking note.

I : How do you find the answer number one?

TMS : I see directly first paragraph instead of other paragraphs. beside we see from here, we have to recognize what kind of text it is. If it is descriptive it must describe, but it is explanation text. So that's why the answer is E for this question.

I : So, by looking the first paragraph you decide that the answer of question number one is E ?and how do you make sure that by looking first paragraph you can find the answer?

TMS : Because in the general, first paragraph will contain the main idea that the pick for the following paragraphs. So, if there is main idea here, so the following paragraph must refers to the first paragraph. then, I read the following paragraphs quickly.

I : Number two, you choose C. Why do you choose it?

TMS : Firstly, I just read the question. Considering answer C by looking one another. But the most suitable answer is going to c because we know that the key words here is people get knowledge.

I : So by looking the key word you decide the answer ?

TMS : Ya, I use scanning.

I : So, the reason why you use scanning here is you look the key word then you try to find in the paragraph?

TMS : Ya. One thing that we have to know strategies for reading is reading the question first before we figure out the answers. After reading the question, we can apply what kind of reading strategies that suitable as well as what the need of question. So, it depends on what kind of question it is.

I : Number three, I look that you choose E. How do you decide the answer is E ?

TMS : By skimming. I skim the entire paragraph. Because not all in the paragraph contain about children. I just look for children only. So, that is why I choose E.

I : Actually, E was is not mentioned in text. How do you decide that the answer is E?

TMS : I just activate background knowledge.

I : How do you activate your background knowledge toward this question.

TMS : I just look for the appropriate answer by looking one by one the entire multiple choice. So, the most suitable answer is going to E.

I : I look that you choose E for number four, how do you decide it?

TMS : Supporting detail must occur after supporting sentence. That is why in the third paragraph, the supporting sentence here is many people, and then follow by supporting detail.

I : How do you from the entire multiple choice here the best answer is E?

TMS : Because there is word "example" which refers to supporting detail.

I : So, without wasting your time you directly choose E? it means that you activate your background knowledge?

TMS : Yes. Because in reading we have to activate background knowledge previously.

I : How do you find the topic sentence in a paragraph?

TMS : Topic sentence is always placed in the beginning or last of the paragraph. So, I read a whole paragraph to get the topic sentence.

I : How about number five?. You choose A the digestive system.

TMS : Number five, actually I already look the last line of the first paragraph. I find that this process is called digestion. Because the

word of process digestion so I decide A, That is digestive system. So, that is why I choose A.

I : So, you do not read entire paragraphs for number five?

TMS : Actually there are two types of main idea. It can be in first and can be in the end of paragraph. If there is no specifically in the first line, we can find it in the last line. So we do not need to spent a lot of time for that.

I : Ok. So, number six, how do you decide B?

TMS : Without reading this, it has given us the answer. Before the food go to our stomache, it must be digested first. Without looking the text we have already known the answer is B. Because we do it daily every day.

I : Number eight, you choose A, and it is good. Why do you chose A?

TMS : It is about vocabulary. It is to show the fourteen floor. Window, it does not make sense. Roof also. Door, I don't think so. Stair is just stair. Something someone to cross, to pass.

I : Do you regard also to the text and context?

TMS : ya.

I : Number nine, you choose A, how do you choose it?

TMS : It is not food presevatives. As what I have mentioned previously. The main idea is not always in the first sentence but sometimes in the last. In the first paragraph question number nine is stated in the first paragraph. “ When it is used for food preservative, it will be very

dangerious to human's body". It give us the answer that it is not food preservatives.

I : Number eleven to number fifteen. Your entire answers are already good. I Just ask you in general way ya. Number eleven, how do you define that the general statement is the first paragraph?

TMS : The general statement of every kind of text must be contained in the first paragraph.

I : So, without looking or reading the entire paragraph, you directly find the answer?

TMS : Ya.

I : How do you find the process of flood in the text?

TMS : It is about skimming and scanning. Apllying both.

I : How do you determine and define supporting sentence and supporting detail in the fifth paragraph?

TMS : Supporting sentence and supporting detail are structuralized. Supporting sentences followed by supporting details. It is major and minor.

I : Number fourteen, how do you find the answer for that?

TMS : I use scanning.

I : Number fifteen, how do you answer it? How do you find the conclusion of the text?

TMS : The conclusion of the text is always placed in the last paragraph. I focus on last paragraph. In order to get sense of the text, I also read whole passage.

I : So, do you try to predict what the text about before you read the text?

TMS : Predict, if you say predict, yes, we have to predict what the text about. But the most probable way to apply is reading the question first. Because without carrying another one we will have a lot of time to answer for the nextquestion. Reading the question, knowing what the question mean and need, then we can answer the question.

I : How do you make sure that your answers are good. Do you reread the text?

TMS : If I have many time for that, I will review my answers.

I : Ok, Thank you so much for being my informant. I am lucky to have you as my informant.

TMS : So do I.

2. Interview with DM

I : Assalamualaikumwarohmatullohiwabarokatuhu.

DM : Wa'alaikumussalamwarohmatullohiwabarokatuhu.

I : First of all, I'd like to say thank you in advance for being my informant.

DM : You are welcome

I : What are reading strategies that you usually use in reading activities?

DM : I always used skimming and scanning.

I : I found the first answer toward question number one is good. How do you find the answer ?

DM : First, I just read the first paragraph. before that, I read the question, then read the first paragraph only.

I : So, you try to find the answer only by reading the first paragraph?

DM :Yes.

I : Number two, you answer C paragraph three. Do you mean that television helps the watcher understand how people live and also get knowledge is in the third paragraph?. How do you find it?

DM : I skim the entire paragraph first. Look at all paragraph.

I : How do you decide your answer is E for number three?

DM : I read the first sentences of each paragraph

I : Why do you choose E for the question number five?

DM : Because as our information, the main topic is always in the first sentence. So, the supporting sentences must be after it, then followed by supporting details.

I : So, from entire multiple choices here, how do you decide that “For example news program in television will give us a lot of information that will be our knowledge” as the supporting details?.

DM : The word “for example” is related to the supporting details.

I : So, do you look for the key word?

DM ; yes, and also I activate my background knowledge. So. I do not need to spent a lot of time toward this question.

I : How do you find the topic sentence in a paragraph?

DM : Topic sentence is always placed in the beginning of the paragraph. I read all the sentences in a paragraph.

I : Number five, Why do you choose A, the digestive system?

DM : It is about topic. I read the first paragraph first. It tells about explanation first and the conclusion. So, I choose A.

I : Number eight, you choose A, and it is good. Why do you chose A?

DM : I just try to find which one of the entire multiple choices in this number is suitable to replace word story. For me, the most appropriate is floor.

I : Do you read the first paragraph only?

DM : Yes, read the first paragraph only.

I : I look your essay test, you right. Then, how do you decide the general statement for number eleven?

DM : Read the first paragraph only, because the general statement is always placed in the first paragraph.

I : How do you find the answer for number fourteen?

DM : I use scanning. The answer here is the specific information. So, scanning is appropriate strategies to find the specific information.

I : Number fifteen, how do you answer it? How do you find the conclusion of the text?

DM : I focused on the last paragraph. I got from the last paragraph. I also read all paragraphs.

I : Well, I guess those all for interviewing. Thank you so much for being my informant.

DM : you are welcome.

3. Interview with DMS

I : Assalamualaikumwarohmatullohiwabarokatuhu.

DMS : Wa'alaikumussalamwarohmatullohiwabarokatuhu.

I : First of all, I'd like to say thank you in advance for being my informant. May Allah simplify your business.

DMS : You are welcome. Aamiin.

I : What are reading strategies that you usually use in reading activities?

DMS : I always used skimming and scanning.

I : Number one you choose E “ The influence of television on people's daily life”. It is good. Why do you decide that the answer is E ?.

DMS : Because the question is the writer wants to tell the influence of television on people's life. The text is about television.

I : How do you decide it?

DMS : Actually, I skim the text. I don't read all the sentences in each paragraph. I only read one or two sentences in every paragraph.

I : Number two, why do you choose C ?

DMS : I read paragraph three same with the question number two. I guess, because I find the key words.

I : Number three, why do you choose E?

DMS : Because the question asks about " which one of the following is good for children in watching TV?. So I don't need to go to the text. I can answer it by activating background knowledge. It can be answered without looking on the text. That is why I choose E.

I : Number four, why do you choose E?

DMS : Because it is about supporting details. As we know supporting details in third paragraph is the last sentence.

I : But, actually the last sentence is always concluding sentence. How do you make sure that the last sentence of third paragraph is the supporting detail?

DMS : Regarding to the word "for example". Usually this word represents the supporting details, and it is placed after supporting sentence. To answer this question, we need to activate our background knowledge.

I : How do you find the topic sentence in a paragraph?

DMS : Topic sentence is always placed in the beginning of the paragraph. But to get sense, I read a whole paragraph to get the topic sentence. I read the paragraph that need the topic sentence.

I : Number five, why do you choose A?

DMS : I look at the first paragraph only. I see that there is a sentence “ this process is called digestion” in first paragraph. That is why I choose A. I don’t need to read whole passage to decide the answer.

I : Number eight, you choose A, and it is good. Why do you chose A?

DMS : For me, because it is a “tower”, so something in my mind is a tall buiding. Then, before word story is 14, I conclude that the best answer for this is floor.

I : Your essay tests are good. Regarding to your essay test, how do you answer number eleven?

DMS : Actually I go directly to the first paragraph. then to answer all the essay, I read the question then try to find the appropriate answer for the questions. For number fourteen, I use scanning because it needs specific information. For number thirteen, I use skimming.

I : Well, Thank you for your dedication to take part in my research.

4. Interview with AS

I : Assalamualaikum, first of all I want to say thank you in advance for being my informant here. May we graduate as soon as possible.

AS : Walaikumussalam. Amiin.

I : What are reading strategies that you usually use in reading activities?

AS : I always used skimming, scanning, and taking note.

I : How do you find the answer number one?

AS : The question is about what the text tells about. I read first paragraph. After that, I read first sentence of each paragraph. Then, I focused on last paragraph. yep, by this strategy I can find that “The influence of television on people’s daily life” is the suitable answer for number one.

I : Number two, your answer is right. How do you answer it?

AS : I look for the key words. I look for “ People live” and “ Knowledge” in the text. Then, I find those words in paragraph three in the text.

I : Number three, why do you choose E?

AS : Because the question asks about “ which one of the following is good for children in watching TV?. So I don’t need to go to the text. I can answer it by activating background knowledge. It can be answered without looking on the text. That is why I choose E.

I : I look that you choose E for number four, how do you decide it?

AS : I decide the answer is E because “for example” is always to give evidence for a reason or supporting sentence. Supporting detail always be placed after supporting sentence. That is why I choose E.

I : How do you find the topic sentence in a paragraph?

AS : Topic sentence is always placed in the beginning of the paragraph. But sometimes to make clear I read a whole paragraph to get the topic sentence.

I : Number five, how do you choose A as the answer?

AS : It is about topic. I focus on first paragraph. After that I read the other paragraphs quickly. I read the other paragraphs by highlighting the first sentences of each paragraph. I conclude that “ Digestive system” is the topic of the text because it is stated in the last sentences of the last sentence in first paragraph.

I : Number eight, you choose A, and it is good. Why do you choose A?

AS : I think it is about finding something most suitable word to replace the story. I choose A because I guess that it is floor because there are “library” and “tower”.

I : How do you answer number ten?. The main idea of paragraph two is B.

AS : As we know that main idea is placed in topic sentence. It can be placed in the beginning of paragraph, middle of paragraph, or the end of paragraph. But for this paragraph, the main idea is placed in the first sentence of the paragraph. it is placed in the topic sentence. I just try to find it in the first sentence of the paragraph.

I : How do you answer number fourteen?

AS : I look at the key word. Then I read the text quickly to find out the key words. The key word is “ deases”. After that I read the text quickly and finnaly I find the key word in fifth paragraph. Then, I find the answer.

I : Well. Thank you so much for being my informant. Thank you for dedicating your time to take part in my research.

AS : You are welcome.

5. Interview with LR

I : Assalamualaikumwarohmatullohiwabarokatuhu.

LR : waalaikumussalamwarohmatullohiwabarokatuhu.

I : Before going to interview you, I want to convey my gratitude to you. Thank you in advance for being my informant.

LR : My pleasure.

I : What are reading strategies that you usually use in reading activities?

LR : I always used skimming and scanning.

I : I look that you choose E for question number one. How do you choose it?

LR : I choose the answer because I read paragraph one.

I : Do you believe without looking entire paragraph you can answer the question number one?

LR : Yes. My strategy for number one is only reading first paragraph. Then, I choose “ The influence of television on people daily life”.

I : Number two, why do you choose C?

LR : I choose C, because I used skim. I read quickly entire paragraph.

I : Number three, why do you choose E?

LR : I choose E because the answer E is the most relevant than the others. I choose E without looking on all paragraphs. I choose E by activating background knowledge..

I : How do you find the topic sentence in a paragraph?

LR : Topic sentence is always placed in the beginning of the paragraph. But sometimes to make clear I read a whole paragraph to get the topic sentence.

I : number five, how do you choose A?

LR : I choose it by reading first paragraph. I find the answer in the last sentence of first paragraph.

I : Number eight, How do you choose A as the answer?

LR : This is about vocabulary. So the best strategy for this is text and context. It means that choosing appropriate vocabulary towards the sentence. So A is most relevant than others.

I : Well. Your answers toward answers are good. Can you tell me, what are your strategies in answering the essay test?

LR : I just used skimming. I skim whole paragraphs. Before that I read the question then read the whole paragraphs. Then, I answer as the need of question.

I : Well. Thank you so much for your dedication toward my research.

6. Interview With DSS

I : Assalamualaikumwarohmatulohiwabarokatuhu.

DSS : Waalaikumussalamwarohmatullohiwabarokatuhu.

I : Before going to interview you, I want to convey my gratitude to you. Thank you in advance for being my informant.

DSS : You are welcome.

I : What are reading strategies that you usually use in reading activities?

DSS : I always used skimming, scanning, underlining or note taking, paraphrasing, and guessing.

I : Your answer toward question number one is good. How do you decide it?

DSS : The question is about what the text tells about. I focus on the first and last paragraph. But then, I read the entire paragraphs quickly. Focus on

first and last paragraph is not strongly enough to get the sense of the text. That is why I need to skim the text instead of focus on first and last paragraph only.

I : How about number two. How do you decide that the answer is C?

DSS : By looking the key words, then find the key words in the text is the appropriate strategy for this question. Finding the key words is by reading the text quickly. The key word here are “ helps, people live, and get knowledge”.

I : How about number three. How do you decide it?

DSS : I do not go to the text. I only read the question. Then, I read the entire multiple choices. I choose the one most suitable for the question. Because among the entire multiple choices of number three, the most suitable answer is E.

I : Number five, you choose A. How do you decide it?

DSS : As what I do for the question number one. The question is about what the text tells about. I focus on the first and last paragraph. But then, I read the entire paragraphs quickly. Focus on first and last paragraph is not strongly enough to get the sense of the text. That is why I need to skim the text instead of focus on first and last paragraph only.

I : How about number eight. I look that you choose A. How do you choose it?

DSS : It is to show the fourteen floor. Window, it does not make sense. Roof also. It is to show the fourteen floor, not window, roof, door or stair.

I : Number ten, how do you decide that the answer is B?

DSS : It is about main idea. As we know that main idea is placed in topic sentence. It can be placed in the beginning of paragraph, middle of paragraph, or the end of paragraph. I just try to find it in the first sentence of the paragraph. Then, I read whole paragraph two.

I : How do you answer number thirteen?

DSS : To answer it ofcourse by knowing the characteristic of each sentences. It can be where it is placed, what something represents the sentences and so on.

I : Number fifteen, how do you answer it? How do you find the conclusion of the text?

DSS : The conclusion of the text is always placed in the last paragraph. I focus on last paragraph, but again I have to read whole passage to get sense of the text.

I : Well. Thank you very much for this nice talking.

DSS : You are welcome.

7. Interview with NY

I : Assalamualaikum, first of all I want to say thank you in advance for being my informant here. May we graduate as soon as possible.

NY : Walaikumussalam. Amiin.

I : What are reading strategies that you usually use in reading activities?

NY : I always used skimming and scanning.

I : How do you find the answer number one?

NY : I read the text quickly. Then, I try to find what the text tells about. I try to find out what each paragraph tells about. After that I try to find what the text tells about.

I : How about number two. How do you decide that the answer is C?

NY : By looking the key words, then find the key words in the text is the appropriate strategy for this question. Finding the key words is by reading the text quickly. The key word here are “ helps, people live, and get knowledge”. Then, I find the key words in the third paragraph. After that I read it quickly.

I : Number three, why do you choose E?

NY : I choose E because the answer E is the most suitable than the others. I choose E by activating background knowledge. So, without looking whole passage I choose E.

I : Number four, How do you decide that the answer is E?

NY : First, I read the multiple choice, then I look at the passage in which paragraph it is stated. Then I read the paragraph. I decide it consider on the place of sentences, and other characteristic of the sentences. Then, as far as I know the word “for example” is always be evidence of something. Evidence is supporting detail.

I : So, what about number five?

NY : To answer number five, I focus on first pagraph. I also read the other paragraphs quickly.

I : How about number eight. How do you decide that floor is the appropriate answer for the question?

NY : I choose it by guessing the word’s meaning. I try to put all the multiple choices to the sentence, but only floor makes sense. The sentence is about tower. So, I think appropriate answer for this is floor.

I : How do you find the conclusion of the text?

NY : Without wasting time, I directly get it from the last paragraph. because the conclusion of the text usually placed in the last.

I : Well. Thank you so much for your dedication toward my research. May Allah bless you.

NY : You are welcome. Aamiin.

8. Interview with WF

I : Assalamualaikumwarohmatullohiwabarokatuhu.

WF : waalaikumussalamwarohmatullohiwabarokatuhu.

I : Before going to interview you, I want to convey my gratitude to you. Thank you in advance for being my informant.

WF : My pleasure.

I : What are reading strategies that you usually use in reading activities?

WF : I always used skimming and scanning.

I : I look that you choose E for question number one. How do you choose it?

WF : My strategy for number one is only reading first paragraph. Then, I choose “ The influence of television on people daily life”.

I : Number two, why do you choose C?

WF : I choose C, because I used skim. I read quickly entire paragraph.

I : Number three, why do you choose E?

WF : I choose E because the answer E is the suitable one. I choose E without reading all paragraphs. I choose E by activating background knowledge. There is no appropriate answers for number three instead E.

I : Number five, how do you choose A?

WF : I choose it by reading first paragraph. I find the answer in the last sentence of first paragraph. Beside that I also read whole passage quickly to get sense of the passage.

I : Number eight, how do you choose A as the answer?

WF : I guess the appropriate vocabulary for that.

I : Well. Your answers toward essay are good. Can you tell me, what strategies do you use in answering the essay test?

WF : I just used skimming. I skim whole paragraphs. Before that I read the question then read the whole paragraphs. Then, I answer as the need of question. So, answering questions based on the need of questions.

I : Well. Thank you so much for your dedication toward my research.

WF : You are welcome.

9. Interview with EK

I : Assalamualaikum, first of all I want to say thank you in advance for being my informant here. May we graduate as soon as possible.

EK : Walaikumussalam. Amiin.

I : What are reading strategies that you usually use in reading activities?

EK : I always used skimming, scanning and note taking.

I : How do you find the answer number one?

EK : I see directly first paragraph instead of other paragraphs. beside that, I also read other paragraphs by reading quickly to get sense of the passage.

I : So, by looking the first paragraph you decide that the answer of question number one is E ?and how do you make sure that by looking first paragraph you can find the answer?

EK : Because in the general, first paragraph will contain the main idea that will represent the whole passage. Beside that, I also read the other paragraphs quickly to get sense of the passage.

I : Number two, you choose C. Why do you choose it?

EK : Firstly, I just read the question. Then, looking at the key words. After that try to find out the key words in the passage. Then, I find the key words in third paragraph.

I : Number three, I look that you choose E. How do you decide the answer is E ?

EK : I do not read whole passage to look for this answer. I just choose the more relevant answer for it. Then, the answer E is the most relevant answer for this question.

I : I look that you choose E for number four, how do you decide it?

EK : Supporting detail is placed after supporting sentence. Beside that, I choose E because word “example” refers to supporting detail.

I : How about number five?. You choose A the digestive system.

EK : Number five, actually I already read first paragraph and I find the last line of the first paragraph. I find that this process is called digestion. Because the word of process digestion so I decide A, That is digestive system. So, that is why I choose A.

I : So, you do not read entire paragraphs for number five?

EK : I read quickly whole passage to get sense of the passage.

I : Number eight, you choose A, and it is good. Why do you choose A?

EK : It is about vocabulary. It is to show the fourteen floor. Window, roof, door, stair, they do not make sense.

I : Number eleven to number fifteen. Your entire answers are already good. I Just ask you in general way ya. Number eleven, how do you define that the general statement is the first paragraph?

EK : The general statement of every kind of texts must be placed in the first paragraph.

I : So, without looking or reading the entire paragraph, you directly find the answer?

EK : Ya.

I : Well. Thank you for being my informant. Thank you for your dedication to take part in my research.

EK : You are welcome.

Documentation





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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08 Mei 2018

Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Ketua Jurusan Tadris Bahasa Inggris
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Riandry Fadilah Nasution

NIM : 1420300116

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Alamat : Jl. Marpinggan Desa Situmba Kec. Angkola Selatan

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "*Reading Strategies Used by Successful Readers of English Departement Students of State Institute for Islamic Studies Padangsidempuan*".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan

Lelya Hilda, M.Si.
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Nomor : 117 /In.14/E.6a/PP.00.9/05/2018

Ketua Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : RIANDRY FADILAH NASUTION

NIM : 14 203 00116

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI

Alamat : Jl.Marpinggan Desa Situmba Kec. Angkola Selatan

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan mulai tanggal 09 Mei 2018 sampai dengan 11 Mei 2018 dengan judul:

"READING STRATEGIES USED BY SECCESFUL READERS OF ENGLISH DEPARTMENT STUDENTS OF STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidempuan, 17 Mei 2018
Ketua Jurusan TBI

RayLubis

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Kepada Yth. Bapak/Ibu
1. Eka Sustrī Harida, M.Pd (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)
Di -
Padangsidempuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Riandry Fadilah Nasution/14 203 00116
Fak/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris-1
Judul Skripsi : **Reading Strategies are Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

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