



**THE EFFECT OF S-RUN (SURVEY READ UNDERLINE
NOTETAKING) TO STUDENTS' READING COMPREHENSION
AT GRADE VIII OF SMP NEGERI 5 PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Department of State College for Islamic Studies
Padangsidimpuan in Partial Fulfillment of Requirements for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

BY:

RAHMAD ANSORI HASIBUAN

Reg. No. : 09 340 0018

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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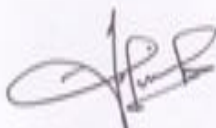
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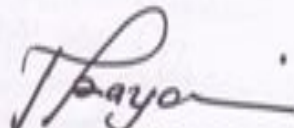
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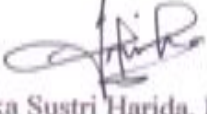
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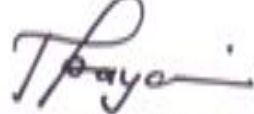
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thank Allah who has given researcher the chances to finish this thesis. Secondly, blessing and dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

1. Special thanks are due to Mrs. Eka Sustri Harida, M.Pd, as my first advisor and Mrs. Fitri Rayani Siregar, S.Pd., M.Hum as my second advisor who had given me suggestion, ideas, criticism and guidance in writing this thesis.
2. Special thanks are due to Mr. DR. H. Ibrahim Siregar, MCL, as a Leader of STAIN Padangsidempuan, the Deputy Leader I, II and III, the Chief of Education Department, the Chief of English Section, and all for the civitas academic of STAIN Padangsidempuan who had helped in studying and writing this thesis.
3. All lecturers of STAIN Padangsidempuan who have given the knowledge during the researcher studied in this campus.
4. Thanks are due to Mr.Drs. M. Idris, as the Head Master of SMP Negeri 5 Padangmatinggi who had helped me to complete this research as well as his students for the helping has given to researcher.

5. My beloved parent, Firman and Nur Asiah who have given researcher support in moral and material during and after finishing academic year in STAIN Padangsidempuan.
6. All my beloved families who cared to me and support me in finishing this thesis.
7. Thanks are due to all of my friends who had helped the researcher in writing this thesis.

Last but not least, researcher just want to say thank you very much for their helping. Allah bless them and STAIN Padangsidempuan.

Padangsidempuan, 20 August 2013
Researcher



Rahmad Ansori Hsb
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TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION OF ADVISOR SHEET	
AGREEMENT OF ADVISOR SHEET	
DECLARATION OF WRITING OWN THESIS	
LEGALIZATION OF EXAMINERS SHEET	
LEGALIZATION OF CHIEF SHEET	
ABSTRACT.....	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF PICTURES.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I : INTRODUCTION	
A. Background of the Problems	1
B. Identification of Problems	9
C. Limitation of the Problem.....	10
D. Formulation of the Problem.....	10
E. Aims of Research	11
F. Significances of Research.....	11
G. Definition of Operational Variables	11
H. Outline of Thesis	13
CHAPTER II : THEORETICAL DESCRIPTION	
A. Theoretical Description	15
1. Reading Comprehension.....	15
a. Definition of Reading	15
b. Definition Comprehension	18
c. Reading comprehension.....	19
2. S-RUN (Survey Read Underline Note Taking).....	31
a. Definition of S-RUN.....	31
b. Goal and Objectives S-RUN.....	33
c. S-RUN procedure.....	35
B. Review of Related Findings	36
C. Conceptual Framework.....	37
D. Hypothesis	40

CHAPTER III : RESEARCH METHODOLOGY	
A. Place and Time of Research	41
B. Research Design	41
C. Population and Sample.....	42
D. Instrument of Research	45
E. Validity of Instruments	48
F. Instrument of Reliability	50
G. The procedures of the research.....	51
H. Technique of Data Analysis	53
CHAPTER IV : THE DATA ANALYSIS	
A. Description of Data	55
1. Students' Reading Comprehension in pre test.....	55
2. Students' Reading Comprehension in post test.....	61
B. Hypothesis Testing	67
C. Discussion	71
D. Threats of the Research	73
CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion	74
B. Suggestion	74
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	Page
Table 1. Research Design.....	42
Table 2. The population the Grade VIII student's SMP N 5 PSP.....	43
Table 3. The sample of Research.....	45
Table 4. The Indicator Reading Comprehension Text of pre-test and post test.....	47
Table 5. The Table coefficient Effect of interpretation.....	54
Table 6. The score of Pre-test in Experimental group.....	55
Table 7. The frequency distribution of students' score in Experimental Group.....	57
Table 8. The score of Pre-test in Control Group.....	58
Table 9. The frequency distribution of students' score in Experimental Group.....	59
Table 10. The score of Post-test in experimental group.....	61
Table 11. The frequency distribution of students' score in Experimental Group.....	63
Table 12. The Score of Post-test in Control Group.....	64
Table 13. The Frequency Distribution of Student' Score in Control Group	65
Table 14. List of Score.....	69
Table 15. The Table coefficient Effect of interpretation.....	71

LIST OF PICTURES

	Page
Picture 1. The picture about the process of S-RUN strategy.....	39
Picture 2. The Histogram of students' score of pre- test experimental class.....	57
Picture 3. Histogram of students' score of pre- test experimental class.....	60
Picture 4. Histogram of students' score of Experimental group.....	63
Picture 5. Histogram of students' score of control group.....	66

LIST OF APPENDICES

- APPENDIX I : The instrument pre test
- APPENDIX II : The instrument post test
- APPENDIX III : Key answer pre test and post test
- APPENDIX IV : The calculation of validity of instrument students reading comprehension
- APPENDIX V : The calculation of validity of instrument students' reading comprehension
- APPENDIX VI : Post test reliability
- APPENDIX VII : Pre test reliability
- APPENDIX VIII : The experimental class and control class
- APPENDIX IX : The score pre-test and post- test of experimental class
The score pre test and post- test of control class
- APPENDIX X : Percentage points of the T distribution
- APPENDIX XI : Daftar nilai persentil untuk distribusi
- APPENDIX XII : Lesson plan

ABSTRACT

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The Title : THE EFFECT OF S-RUN (SURVEY READ UNDERLINE NOTETAKING) TO STUDENT'S READING COMPREHENSION AT GRADE VIII OF SMP NEGERI 5 PADANGSIDIMPUAN
Year : 2013

This research is about the reading comprehension by using S-RUN (survey read underline note taking). The problem was the teachers did not use reading strategy in teaching reading comprehension, they only use dictionary when they were taught reading. The aim of the research was to know the effect of S-RUN on students' reading comprehension at SMP N 5 Padangsidimpuan. The population of this research were 346 students of the grade VIII of SMP N 5 Padangsidimpuan. Then, the sample of research were 69 students. Then, they were divided to be two classes, one class was experimental class and the other was as control class, experimental class consist of 35 students and control class consist of 34 students as sample.

In collecting the data, the researcher used the multiple choice test as instrument of the research, the tests were 20 tests either for pre test and post test. The research conducted by quantitative method and types of the research was experimental research. However the hypothesis of research was "there was a significant effect of S-RUN strategy in reading comprehension to students' reading comprehension at SMP N 5 Padangsiempuan".

After calculating the data, the score experimental class was higher than control class, and from the calculation, the result of experimental class was 2705, while control class was 2485, so, $2705 > 2485$. It means that the hypothesis was accepted. It was concluded that there was an effect of S-RUN strategy to Students' comprehension in reading at SMP N 5 PSP. Finally, the researcher suggested using S-RUN was effective to improve the reading comprehension.

Appendix I

INSTRUMENT PRE TEST

Name :

Class :

Instruction: choose the right answer

Solar energy is the result of reactions that take place within the sun. The reaction are in the nuclei, or central parts of atoms. Because these reaction are in atomic nuclei, they called nuclear reactions, the solar energy that falls on the United States in 1 minutes is enough to supply the energy need of the entire country for one one day.

Man has made very little direct use of the enormous amount of solar energy that reaches the earth. He has used solar energy indirectly, however, for many thousands of years. When fuel is burned, solar energy stored in plants is being used. Windmills used for grinding grain and for pumping water are driven by wind that results from infrared solar energy.

Scientists are trying to find ways of using solar energy inexpensively and on a large scale They are trying to find an inexpensive method of making electric current from solar energy for use in regions where generating electric current is expensive. They are experimenting with ways of using solar energy to supply heat and hot water to homes less expensively that can be done at present. Air conditioners and refrigerators also may some day be run bay solar energy.

Electricity can be produced directly from sunlight, without using a collector. The device that does this is called a photoelectric cell. Photoelectric cells are made of materials that produce an electric current when light sines on them. If sunlight us used, that cell is called a solar cell.

Many solar cells are connected to make solar battery. Solar batteries are extremely useful in supplying electric current for spacecrafts or on flat plates along the outside of the crafts. When the sun shines of the solar batteries, they generate an electric current. This current is used to charge the storage batteries inside the spacecrafts.

1. The important information of third paragraph is.....
 - A. man has made plants to store energy
 - B. solar energy that reaches the earth is enormous
 - C. solar energy has been used indirectly since a long time ago
 - D. wind that results from infrared solar energy is used to drive windmills

2. What is the main idea of third paragraph?

- A. Solar energy
- B. They are trying to find an inexpensive method of making electric
- C. They are experimenting with ways of using solar energy
- D. Scientists are trying to find ways of using solar energy inexpensively

All mammals feed their young. Beluga whale mothers, for example, nurse their calves for some twenty months, until they are about to give birth again and their young are able to find their own food. The behavior of feeding of the young is built into the reproductive system. It is a nonelective part of parental care and the defining feature of a mammal, the most important thing that mammals— whether marsupials, platypuses, spiny anteaters, or placental mammals — have in common. But not all animal parents, even those that tend their offspring to the point of hatching or birth, feed their young.

Most egg-guarding fish do not, for the simple reason that their young are so much smaller than the parents and eat food that is also much smaller than the food eaten by adults. In reptiles, the crocodile mother protects her young after they have hatched and takes them down to the water, where they will find food, but she does not actually feed them. Few insects feed their young after hatching, but some make other arrangement, provisioning their cells and nests with caterpillars and spiders that they have paralyzed with their venom and stored in a state of suspended animation so that their larvae might have a supply of fresh food when they hatch.

For animals other than mammals, then, feeding is not intrinsic to parental care. Animals add it to their reproductive strategies to give them an edge in their lifelong quest for descendants. The most vulnerable moment in any animal's life is when it first finds itself completely on its own, when it must forage and fend for itself. Feeding postpones that moment until a young animal has grown to such a size that it is better able to cope. Young that are fed by their parents become nutritionally independent at a much greater fraction of their full adult size. And in the meantime those young are shielded against the vagaries of fluctuating or difficult-to-find supplies. Once a species does take the step of feeding its young, the young become totally dependent on the extra effort. If both parents are removed, the young generally do not survive.

3. What is the topic of the first paragraph?

- A. Animals
- B. Egg-guarding fish

- C. Insects
- D. Mammals

4. The important information of second paragraph is.....
- A. It is a nonelective part of parental care and the defining feature of a mammal
 - B. The most important thing that mammals— whether marsupials, platypuses, spiny anteaters, or placental mammals — have in common
 - C. The behavior of feeding of the young is built into the reproductive system
 - D. But not all animal parents, even those that tend their offspring to the point of hatching or birth, feed their young
5. What is the main idea of fourth paragraph?
- A. For animals other than mammals, feeding is not intrinsic to parental care.
 - B. The most vulnerable moment in any animal's life is when it first finds itself completely on its own
 - C. Feeding postpones that moment until a young animal has grown
 - D. in the meantime those young are shielded against the vagaries of fluctuating of difficult-to-find supplies
6. What is the meaning of underlining word this “edge” ?
- A. opportunity
 - B. advantage
 - C. purpose
 - D. Rest

If food is allowed to stand for some time, it putrefies. When the putrefied material is examined microscopically, it is found to be teeming with bacteria. Where do these bacteria come from, since they are not seen in fresh food? Even until the mid-nineteenth century, many people believed that such microorganisms originated by spontaneous generation, a hypothetical process by which living organisms develop from nonliving matter.

The most powerful opponent of the theory of spontaneous generation was the French chemist and microbiologist Louis Pasteur (1822-1895). Pasteur showed that structures present in air closely resemble the microorganisms seen in putrefying materials. He did this by passing air through guncotton filters, the fibers of which stop solid particles. After the guncotton was dissolved in a mixture of alcohol and ether, the particles that it had trapped fell to the bottom of the liquid and were examined on a microscope slide. Pasteur found that in ordinary air there exists a variety of solid structures ranging in size from 0.01 mm to more than 1.0 mm.

Many of these bodies resembled the reproductive structures of common molds, single-celled animals, and various other microbial cells. As many as 20 to 30 of them were found in fifteen liters of ordinary air ,and they could not be distinguished from the organisms found in much larger numbers in putrefying materials .Pasteur concluded that the organisms found in putrefying materials originated from the organized bodies present in the air .He postulated that these bodies are constantly being deposited on all objects.

Pasteur showed that if a nutrient solution was sealed in a glass flask and heated to boiling to destroy all the living organisms contaminating it, it never putrefied .The proponents of spontaneous generation declared that fresh air was necessary for spontaneous generation and that the air inside the sealed flask was affected in some way by heating so that it would no longer support spontaneous generation. Pasteur constructed aswan-necked flask in which putrefying materials could he heated to boiling, but air could reenter. The bends in the neck prevented microorganisms from getting in the flask, material sterilized in such a flask did not putrefy.

7. What is the topic of the first paragraph?
 - A. The Putrefied
 - B. Pasteur
 - C. Bacteria
 - D. Microscope

8. The important information of second paragraph is....
 - A. The most powerful opponent of the theory of spontaneous generation was the French chemist and microbiologist Louis Pasteur (1822-1895).
 - B. .He did this by passing air through guncotton filters
 - C. The fibers of which stop solid particles
 - D. The guncotton was dissolved in a mixture of alcohol and ether

9. What is the main idea of fourth paragraph?
 - A. Pasteur showed that if a nutrient solution was sealed in a glass flask and heated to boiling to destroy all the living organisms contaminating it, it never putrefied
 - B. Pasteur constructed aswan-necked flask
 - C. The bends in the neck prevented microorganisms from getting in the flask
 - D. material sterilized in such a flask did not putrefy.

10. What is the meaning of underlining word this “postulated” ?
 - A. analyzed
 - B. suggested

- C. persuaded
- D. doubted

All modern instruments, the violin is apparently one of the simplest. It consists in essence of a hollow, varnished wooden sound box, or resonator, and a long neck, covered with a fingerboard, along which four strings are stretched at high tension. The beauty of design, shape, and decoration is no accident: the proportions of the instrument are determined almost entirely by acoustical considerations. Its simplicity of appearance is deceptive.

About 70 parts are involved in the construction of a violin, Its tone and its outstanding range of expressiveness make it an ideal solo instrument. No less important, however, is its role as an orchestral and chamber instrument. In combination with the larger and deeper-sounding members of the same family, the violins form the nucleus of the modern symphony orchestra.

The violin has been in existence since about 1550. Its importance as an instrument in its own right dates from the early 1600's, when it first became standard in Italian opera orchestras. Its stature as an orchestral instrument was raised further when in 1626 Louis XIII of France established at his court the orchestra known as Les vinq- quatre violons du Roy (The King's 24 Violins), which was to become widely famous later in the century.

In its early history, the violin had a dull and rather quiet tone resulting from the fact that the strings were thick and were attached to the body of the instrument very loosely. During the eighteenth and nineteenth century, exciting technical changes were inspired by such composer-violinists as Vivaldi and Tartini. Their instrumental compositions demanded a fuller, clearer, and more brilliant tone that was produced by using thinner strings and a far higher string tension. Small changes had to be made to the violin's internal structure and to the fingerboard so that they could withstand the extra strain.

Accordingly, a higher standard of performance was achieved, in terms of both facility and interpretation. Left-hand technique was considerably elaborated, and new fingering patterns on the fingerboard were developed for very high notes.

11. The important information of third paragraph is.....
- A. The violin has been in existence since about 1550.
 - B. it first became standard in Italian opera orchestras
 - C. which was to become widely famous later in the century.
 - D. Its stature as an orchestral instrument was raised further

12. What is the main idea of second paragraph?

- A. its outstanding range of expressiveness make it an ideal solo instrument
- B. the violins form the nucleus of the modern symphony orchestra.
- C. About 70 parts are involved in the construction of a violin,
- D. however, is its role as an orchestral and chamber instrument.

13. What is the meaning of underlining word this “They” ?

- A. small changes
- B. Civaldi and Tartini
- C. internal structure and fingerboard
- D. thinner strings and a higher string tension

In Death Valley, California, one of the hottest, most arid places in North America, there is much salt, and salt can damage rocks impressively. Inhabitants of areas elsewhere, where streets and highways are salted to control ice, are familiar with the resulting rust and deterioration on cars. That attests to the chemically corrosive nature of salt, but it is not the way salt destroys rocks. Salt breaks rocks apart principally by a process called crystal prying and wedging. This happens not by soaking the rocks in salt water, but by moistening their bottoms with salt water. Such conditions exist in many areas along the eastern edge of central Death Valley. There, salty water rises from the groundwater table by capillary action through tiny spaces in sediment until it reaches the surface. most stones have capillary passages that suck salt water from the wet ground.

Death Valley provides an ultra-dry atmosphere and high daily temperatures, which promote evaporation and the formation of salt crystals along the cracks or other openings within stones. These crystals grow as long as salt water is available. Like tree roots breaking up aside walk, the growing crystals exert pressure on the rock and eventually pry the rock apart along planes of weakness, such as banding in metamorphic rocks, bedding in sedimentary rocks, or preexisting or incipient fractures, and along boundaries between individual mineral crystals or grains.

Besides crystal growth, the expansion of halite crystals (the same as everyday table salt) by heating and of sulfates and similar salts by hydration can contribute additional stresses. A rock durable enough to have withstood natural conditions for a very long time in other areas could probably be shattered into small pieces by salt weathering within a few generations.

The dominant salt in Death Valley is halite, or sodium chloride, but other salts, mostly carbonates and sulfates, also cause prying and wedging, as does ordinary ice.

Weathering by a variety of salts, though often subtle, is a worldwide phenomenon. Not restricted to arid regions, intense salt weathering occurs mostly in salt-rich places like the seashore, near the large saline lakes in the Dry Valleys of Antarctica, and in desert sections of Australia, New Zealand, and central Asia.

14. The important information of fourth paragraph is.....
- A. but other salts, mostly carbonates and sulfates
 - B. The dominant salt in Death Valley is halite, or sodium chloride
 - C. Weathering by a variety of salts, though often subtle, is a worldwide phenomenon
 - D. near the large saline lakes in the Dry Valleys of Antarctica

15. What is the meaning of underlining word this “durable” ?
- A. strong
 - B. pressured
 - C. flexible
 - D. large

The northern and southern polar regions are different in many ways. The most important difference concerns the distribution of land and water. The northern arctic regions are ice-covered sea, almost completely surrounded by land. The pole itself is in deep water. In the south, Antarctica is a huge continent which is surrounded by a great ocean. Because of this basic difference other differences occur.

The Arctic has varied climate, while the Antarctic climate varies little; the Arctic has much plant life but the Antarctic is an empty desert. And whereas the Arctic has been exploited economically for centuries, trade has never really touched Antarctica.

One reason for the present interest in both polar regions is that the world may soon be short of fresh water. The world's population is double in every 35 years, and the United States alone an average person uses about 1,500 gallons of fresh water a day. The ice in the northern and southern polar regions is actually frozen fresh water. In fact over 85% of the earth's entire fresh water is found in the polar ice. If we could find a way of carrying this ice to other parts of the world, this would solve all our fresh water problems.

16. What is the topic of the first paragraph?
- A. The differences between Arctic and Antarctic
 - B. Trade has never really touched Antarctica
 - C. The south Antarctica is a huge continent
 - D. The northern Arctic regions are ice-covered sea

17. The important information of third paragraph is...
- A. The world's population is double in every 35 years
 - B. United States alone an average person uses about 1,500 gallons of fresh water a day
 - C. this would solve all our fresh water problems
 - D. world may soon be short of fresh water
18. What is the main idea of third paragraph?
- A. The ice in the northern and southern polar regions is actually frozen fresh water
 - B. polar regions is that the world may soon be short of fresh water
 - C. over 85% of the earth's entire fresh water is found in the polar ice
 - D. The world's population is double in every 35 years
19. What is the meaning of underlining word this “occur”?
- A. appear
 - B. change
 - C. create
 - D. emerge

The Chinese invented paper almost 2000 years ago. Origami, the art of paper folding, is just as old. It is quite possible that the art developed from the ancient custom of making paper houses, furniture, vehicles and servant, as well as paper money, as part of Chinese funeral rites. These colored paper symbols are still burned at Buddhist funeral so the dead person can live in earthly comfort in the next world. In the 7 century A.D. paper folding was brought to Japan. The Japanese developed many of China's art dan craft into their own forms expression. They found new methods of folding paper into pretty forms and images and made origami a highly creative art. From a few simple folds the Japanese make thins of great beauty and realism. Some are used as religious symbols to decorate the temples. Others are good-luck symbols such as the tortoise and lobster, which are used as ornaments fastened to gifts.

20. What is the topic of the paragraph?
- A. The Japanese
 - B. The Chinese
 - C. Origami
 - D. Paper

Appendix II

INSTRUMENT POST TEST

Name :

Class :

Instruction: choose the right answer

In the early decades of the United States, the agrarian movement promoted the farmer as society's hero. In the minds of agrarian thinkers and writers, the farmer was a person on whose well-being the health of the new country depended. The period between the revolution, which ended in 1783, and the Civil War, which ended in 1865, was the age of the farmer in the United States. Agrarian philosophers, represented most eloquently by Thomas Jefferson, celebrated farmers extravagantly for their supposed centrality in a good society, their political virtue, and their Superior morality. and virtually all policy makers, whether they subscribed to the tenets of the philosophy held by Jefferson or not, recognized agriculture as the key component of the American economy. Consequently, government at all levels worked to encourage farmers as a social group and agriculture as economic centerpiece.

Both the national and state governments developed transportation infrastructure, building canals, roads, bridges, and railroads, deepening harbors, and removing obstructions from navigable streams. The national government imported plant and animal varieties and launched exploring expeditions into prospective farmlands in the West. In addition, government trade policies facilitated the exporting of agricultural products.

For their part, farmers seemed to meet the social expectations agrarian philosophers had for them, as their broader horizons and greater self-respect, both products of the revolution, were reflected to some degree in their behavior. Farmers seemed to become more scientific, joining agricultural societies and reading the farm newspapers that sprang up throughout the country. They began using improved implements, tried new crops and pure animal breeds, and became more receptive to modern theories of soil improvement.

They also responded to inducements by national and state governments. Farmers streamed to the West, filling frontier lands with stunning rapidity. But farmers responded less to the expectations of agrarians and government inducements than to growing market opportunities. European demand for food from the United States seemed insatiable. War, industrialization, and urbanization all kept demand high in Europe. United States cities and industries grew as well; even industries not directly

related to farming thrived because of the market, money, and labor that agriculture provided.

1. The important information of third paragraph is.....
 - A. Farmers seemed to become more scientific
 - B. as their broader horizons and greater self-respect
 - C. farmers seemed to meet the social expectations agrarian philosophers
 - D. They began using improved implements,

2. What is the main idea of fourth paragraph?
 - A. They also responded to inducements
 - B. Farmers streamed to the West
 - C. European demand for food from the United States
 - D. United States cities and industries grew as well

3. What is the meaning of underlining word this “farmer” ?
 - A. a person on whose well-being the health of the new country depended
 - B. meet the social expectations agrarian philosophers had for them
 - C. Farmers seemed to become more scientific, joining agricultural societies
 - D. streamed to the West, filling frontier lands with stunning rapidity

In Death Valley, California, one of the hottest, most arid places in North America, there is much salt, and salt can damage rocks impressively. Inhabitants of areas elsewhere, where streets and highways are salted to control ice, are familiar with the resulting rust and deterioration on cars. That attests to the chemically corrosive nature of salt, but it is not the way salt destroys rocks. Salt breaks rocks apart principally by a process called crystal prying and wedging. This happens not by soaking the rocks in salt water, but by moistening their bottoms with salt water. Such conditions exist in many areas along the eastern edge of central Death Valley. There, salty water rises from the groundwater table by capillary action through tiny spaces in sediment until it reaches the surface.

Most stones have capillary passages that suck salt water from the wet ground. Death Valley provides an ultra-dry atmosphere and high daily temperatures, which promote evaporation and the formation of salt crystals along the cracks or other openings within stones. These crystals grow as long as salt water is available. Like tree roots breaking up sidewalk, the growing crystals exert pressure on the rock and eventually pry the rock apart along planes of weakness, such as banding in

metamorphic rocks, bedding in sedimentary rocks, or preexisting or incipient fractures, and along boundaries between individual mineral crystals or grains.

Besides crystal growth, the expansion of halite crystals (the same as everyday table salt) by heating and of sulfates and similar salts by hydration can contribute additional stresses. A rock durable enough to have withstood natural conditions for a very long time in other areas could probably be shattered into small pieces by salt weathering within a few generations. The dominant salt in Death Valley is halite, or sodium chloride, but other salts, mostly carbonates and sulfates, also cause prying and wedging, as does ordinary ice. Weathering by a variety of salts, though often subtle, is a worldwide phenomenon. Not restricted to arid regions, intense salt weathering occurs mostly in salt-rich places like the seashore, near the large saline lakes in the Dry Valleys of Antarctica, and in desert sections of Australia, New Zealand, and central Asia.

4. What is the topic of the first paragraph?
 - A. Dry Valleys of Antarctica
 - B. Crystal growth
 - C. Death Valley
 - D. Sodium chloride

5. The important information of third paragraph is...
 - A. The dominant salt in Death Valley is halite, or sodium chloride
 - B. Weathering by a variety of salts
 - C. Besides crystal growth, the expansion of halite crystals
 - D. A rock durable enough to have withstood natural conditions

6. What is the main idea of third paragraph?
 - A. The expansion of halite crystals can contribute additional stresses.
 - B. The dominant salt in Death Valley is halite, or sodium chloride
 - C. Weathering by variety of salts, though often subtle, is a worldwide phenomenon
 - D. A rock durable enough to have withstood natural conditions for a very long time

Overland transport in the United States was still extremely primitive in 1790. Roads were few and short, usually extending from inland communities to the nearest river town or seaport. Nearly all interstate commerce was carried out by sailing ships that served the bays and harbors of the seaboard. Yet, in 1790 the nation was on the threshold of a new era of road development. Unable to finance road construction, states turned for help to private companies, organized by merchants and land speculators who had a personal interest in improved communications with the interior. The pioneer in this move was the state of Pennsylvania, which chartered a

company in 1792 to construct a turnpike, a road for the use of which a toll, or payment, is collected, from Philadelphia to Lancaster.

The legislature gave the company the authority to erect tollgates at points along the road where payment would be collected, though it carefully regulated the rates. (The states had unquestioned authority to regulate private business in this period). The company built a gravel road within two years, and the success of the Lancaster Pike encouraged imitation. Northern states generally relied on private companies to build their toll roads, but Virginia constructed a network at public expense. Such was the road building fever that by 1810 New York alone had some 1,500 miles of turnpikes extending from the Atlantic to Lake Erie. Transportation on these early turnpikes consisted of freight carrier wagons and passenger stagecoaches.

The most common road freight carrier was the Conestoga wagon, a vehicle developed in the mid-eighteenth century by German immigrants in the area around Lancaster, Pennsylvania. It featured large, broad wheels able to negotiate all but the deepest ruts and holes, and its round bottom prevented the freight from shifting on a hill. Covered with canvas and drawn by four to six horses, the Conestoga wagon rivaled the log cabin as the primary symbol of the frontier. Passengers traveled in a variety of stagecoaches, the most common of which had four benches, each holding three persons. It was only a platform on wheels, with no springs; slender poles held up the top, and leather curtains kept out dust and rain.

7. What is the main idea of third paragraph?

- A. The most common road freight carrier was the Conestoga wagon.
- B. Passengers traveled in a variety of stagecoaches
- C. It was only a platform on wheels.
- D. Covered with canvas and drawn by four to six horses

8. What is the meaning of underlining word this “primitive” ?

- A. Unsafe
- B. Unknown
- C. Inexpensive
- D. Undeveloped

Barbed wire, first patented in the United States in 1867, played an important part in the development of American farming, as it enabled the settlers to make effective fencing to enclose their land and keep cattle away from their crops. This had a considerable effect on cattle ranching, since the herds no longer had unrestricted use of the plans for grazing, and the fencing led to conflict between the farmers and the

cattle ranchers. Before barbed wire came into general use, fencing was often made from serrated wire, which was unsatisfactory because it broke easily when under strain, and could snap in cold weather due to contraction.

The first practical machine for producing barbed wire was invented in 1874 by an Illinois farmer, and between then and the end of the century about 400 types of barbed wire were devised, of which only about a dozen were ever put to practical use. Modern barbed wire is made from mild steel high-tensile steel, or aluminum. Mild steel and aluminum barbed wire have two strands twisted together to form a cable which is stronger than single-strand wire and less affected by temperature changes. Single-strand wire, round or oval, is made from high-tensile steel with the barbs crimped or welded on.

The steel wires used are galvanized – coated with zinc to make them rustproof. The two wires that make up the line wire or cable are fed separately into a machine at one end. They leave it at the other end twisted-together and barbed. The wire to make the barbs is fed into the machine from the sides and cut to length by knives that cut diagonally through the wire to produce a sharp point. This process continues automatically, and the finished barbed wire is wound onto reels, usually made of wire in lengths of 400 meters or in weights of up to 50 kilograms. A variation of barbed wire is also used for military purposes. It is formed into long coils or entanglements called concertina wire.

9. The important information of third paragraph is.....
- A. The wire to make the barbs is fed into the machine
 - B. made of wire in lengths of 400 meters or in weights of up to 50 kilograms
 - C. They leave it at the other end twisted-together and barbed
 - D. The finished barbed wire is wound onto reels
10. What is the main idea of second paragraph?
- A. The first practical machine for producing barbed wire was invented in 1874
 - B. Modern barbed wire is made from mild steel high-tensile steel
 - C. Single-strand wire, round or oval, is made from high-tensile steel
 - D. Mild steel and aluminum barbed wire have two strands twisted together
11. What is the meaning of underlining word this “unrestricted”?
- A. Considerable
 - B. Unsatisfactory
 - C. Unlimited
 - D. Difficult

Bacteria are extremely small living things. While we measure our own sizes in inches or centimeters, bacterial size is measured in microns. One micron is a thousandth of a millimeter a pinhead is about a millimeter across. Rod shaped bacteria are usually from two to four microns long, while rounded ones are generally one micron in diameter. Thus if you enlarged a founded bacterium a thousand times, it would be just about the size of a pinhead. An adult human magnified by the same amount would be over a mile (1.6 kilometers) tall. Even with an ordinary microscope, you must look closely to see bacteria.

Using a magnification of 100 times, one finds that bacteria are barely visible as tiny rods or dots. One cannot make out anything of their structure. Using special stains, one can see that some bacteria have attached to them wavy – looking “hairs” called flagella. Others have only one flagellum. The flagella rotate, pushing the bacteria through the water. Many bacteria lack flagella and cannot move about by their own power while others can glide along over surfaces by some little understood mechanism. From the bacterial point of view, the world is a very different place from what it is to humans to a bacterium water is as thick as molasses is to us.

Bacteria are so small that they are influenced by the movements of the chemical molecules around them. Bacteria under the microscope, even those with no flagella, often bounce about in the water. This is because they collide with the water molecules and are pushed this way and that. Molecules move so rapidly that within a tenth of a second the molecules around a bacterium have all been replaced by new ones even bacteria without flagella are thus constantly exposed to a changing environment.

12. What is the topic of the first paragraph?

- A. Molecules
- B. The flagella
- C. Bacteria
- D. Microns

13. The important information of second paragraph is.....

- A. One cannot make out anything of their structure
- B. From the bacterial point of view, the world is a very different place
- C. Many bacteria lack flagella and cannot move about by their own power
- D. Some bacteria have attached to them wavy – looking “hairs” called flagella.

14. What is the main idea of third paragraph?

- A. Bacteria are so small
- B. Molecules move so rapidly

- C. Bacteria under the microscope often bounce about in the water
- D. a bacterium have all been replaced by new ones

15. What is the meaning of underlining word this “flagella” ?

- A. some bacteria have attached to them wavy – looking “hairs”
- B. small living things
- C. cannot move about by their own power
- D. chemical molecules around them

By 1776 the fine art of painting as it had developed in western Europe up to this time had been introduced into the American colonies through books and prints, European visitors and immigrants, and traveling colonists who brought back copies (and a few original) of old master paintings and acquaintance with European art institutions. By the outbreak of the Revolution against British rule in 1776, the status of the artists had already undergone change. In the mid-eighteenth century, painters had been willing to assume such artisan-related tasks as varnishing, gilding teaching, keeping shops, and painting wheel carriages, houses, and signs.

The terminology by which artists were described at the time suggests their status: “limner” was usually applied to the anonymous portrait painter up to the 1760’s: “painter” characterized anyone who could paint a flat surface. By the second half of the century, colonial artists who were trained in England or educated in the classics rejected the status of laborer and thought of themselves as artists. Some colonial urban portraitists, such as John Singleton Copley, Benjamin West, and Charles Wilson Peale, consorted with affluent patrons. Although subject to fluctuations in their economic status, all three enjoyed sufficient patronage to allow them to maintain an image of themselves as professional artists, an image indicated by their custom of signing their paintings. A few art collectors James Bowdoin III of Boston, William Byrd of Virginia, and the Aliens and Hamiltons of Philadelphia introduced European art traditions to those colonists privileged to visit their galleries, especially aspiring artists, and established in their respective communities the idea of the value of art and the need for institutions devoted to its encouragement.

Although the colonists tended to favor portraits, they also accepted landscapes, historical works, and political engravings as appropriate artistic subjects. With the coming of independence from the British Crown, a sufficient number of artists and their works were available to serve nationalistic purposes. The achievements of the colonial artists, particularly those of Copley, West, and Peale, lent credence to the boast that the new nation was capable of encouraging genius and that political liberty was congenial to the development of taste—a necessary step before art could assume an important role in the new republic.

16. What is the topic of the first paragraph?
- A. Art of painting
 - B. European visitors
 - C. British
 - D. Revolution
17. The important information of second paragraph is.....
- A. "limner" was usually applied to the anonymous portrait painter
 - B. Some colonial urban portraitists, such as John Singleton Copley, Benjamin West
 - C. an image indicated by their custom of signing their paintings
 - D. educated in the classics rejected the status of laborer and thought of themselves
18. What is the main idea of third paragraph?
- A. The colonists accepted landscapes, historical works, and political engravings.
 - B. The achievements of the colonial artists
 - C. With the coming of independence from the British Crown.
 - D. Political liberty was congenial to the development of taste-a necessary step
19. What is the meaning of underlining word this "consorted"?
- A. agreed
 - B. made decisions
 - C. studies
 - D. associated

The worst-hit flood area in the country this rainy season has been Central Java where people has been killed and tens of thousands evacuated. The public works ministry estimated that it will need 14 billion rupiah to reconstruct the bridges in Kali Kuto and Kali Desa, Central Java, and to repair a number of roads in the province. another 10.36 billion rupiah is need to repair irrigation facilities. The minister of Public work, Radinal Mochtar, has instructed that repairs on damaged roads and bridges be completed before the Idul Fitri holidays at the end of March.

Radinal said he ordered the state-owned construction company PT adi Karya to begin the reconstruction immediately. He said he chose the firm because it is now working on projects in the area and has experience in handling similar kinds of repairs. The company rebuilt both the Kali Comal Bridge, which was damaged by floods three years ago, and the Kali Kuto Bridge, which was destroyed by floods two years ago. The minister also said the damaged irrigation facilities in the regencies of demak, Kendal and Purwodadi might be repaired before the end of March, allowing farmers to meet this year's planting schedules. The agriculture Ministry Pledged to send seed and tools to farmers in East and Central java whose fields have been damaged by floods.

20. What is the topic of the first paragraph?

- A. PT Adi Karya
- B. Central Java
- C. Kali Kuto
- D. Kali Comal Bridge

Appendix III

Key answer Pre test

1. C	6. B	11. A	16. A
2. D	7. A	12. C	17. B
3. D	8. A	13. C	18. B
4. C	9. A	14. B	19. C
5. A	10. B	15. A	20. C

Key answer Post test

1. C	6. A	11. C	16. A
2. A	7. A	12. C	17. A
3. A	8. D	13. D	18. A
4. C	9. B	14. A	19. D
5. A	10. A	15. A	20. B

Appendix IV

The calculation of validity of instrument students reading comprehension

NO	X	Y	X ²	Y ²	XY
1	0	9	0	81	0
2	1	11	1	121	11
3	1	13	1	169	13
4	0	9	0	81	0
5	0	13	0	169	0
6	0	7	0	49	7
7	0	14	0	196	0
8	1	12	1	144	12
9	0	7	0	49	0
10	0	8	0	64	0
11	1	15	1	225	15
12	1	11	1	121	11
13	1	14	1	196	14
14	0	10	0	100	0
15	0	16	0	256	0
16	1	15	1	225	15
17	0	18	0	324	0
18	0	16	0	256	0
19	1	13	1	169	13
20	0	7	0	49	0
21	0	13	0	169	0
22	1	11	1	121	11
23	1	12	1	144	12
24	0	7	0	49	0
25	1	12	1	144	12
TOTAL	Σx = 11	ΣY= 293	Σx²= 11	ΣY²=3671	ΣXY=286

So, from the data, it could be known the validity of the test as in the following:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}} \\
 &= \frac{25 \cdot 286 - (11)(293)}{\sqrt{(25 \cdot 11 - 11^2)(25 \cdot 3671 - 293^2)}} \\
 &= \frac{7150 - 3223}{\sqrt{(155)(5926)}} \\
 &= \frac{3927}{\sqrt{918530}} \\
 &= \frac{3927}{958,39} = 40,66 \text{ VALID}
 \end{aligned}$$

The calculation of validity of instrument students reading comprehension

NO	X	Y	X ²	Y ²	XY
1	0	17	0	289	0
2	1	4	1	16	4
3	1	16	1	256	16
4	0	19	0	361	0
5	1	14	1	196	14
6	1	16	1	256	16
7	0	15	0	225	0
8	1	19	1	361	19
9	0	12	0	144	0
10	0	11	0	121	0
11	0	6	0	36	0
12	1	17	1	289	17
13	0	16	0	256	0
14	1	9	1	81	9
15	0	12	0	144	0
16	0	14	0	196	0
17	1	16	1	256	16
18	1	13	1	169	13
19	0	11	0	121	0
20	0	7	0	49	0
21	0	7	0	49	0
22	1	16	1	196	16
23	0	17	0	289	0
24	1	8	1	64	8
25	0	15	0	225	0
TOTAL	ΣX= 11	ΣY= 327	ΣX²= 11	ΣY²= 4645	ΣXY=148

So, from the data, it could be known the validity of the test as in the following:

$$\begin{aligned}
 &= \frac{\sqrt{[N \cdot \sum x^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}{25 \cdot 148 - (11)(327)} \\
 &= \frac{\sqrt{(25 \cdot 11 - 11^2)(25 \cdot 4645 - 327^2)}}{25 \cdot 148 - (11)(327)} \\
 &= \frac{3700 - 3597}{\sqrt{(154)(9196)}} \\
 &= \frac{103}{\sqrt{1416184}} \\
 &= \frac{103}{1190,03} = 0,865 \text{ VALID}
 \end{aligned}$$

Appendix VII

Pre test reliability

To get reliability of the test, the researcher used formula KR-2 :

$$R = \frac{K}{K-1} \left(\frac{1 - M(k-m)}{KS^2} \right)$$

From the table = $K = 25$

$$\sum x = 293$$

$$\sum x^2 = 3671$$

$$(\sum x)^2 = 85849$$

$$M = \frac{\sum x}{N}$$

$$M = \frac{293}{25} = 11,72$$

$$S^2 = \left(\frac{\sum x^2 - \left(\frac{\sum x}{N} \right)^2}{N} \right)$$

$$= \frac{3671 - \left(\frac{85849}{25} \right)}{25}$$

$$= \frac{3671 - 6867,92}{25}$$

$$= \frac{-3196,92}{25}$$

$$= -127,87$$

So that :

$$R = \frac{K}{K-1} \left(\frac{1 - M(k-m)}{KS^2} \right)$$

$$R = \frac{25}{25-1} \left(\frac{1 - 11,72 - (25 - 11,72)}{25 \cdot 127,87} \right)$$

$$R = \frac{25}{24} \left(\frac{1 - 11,72 - (13,28)}{-3196,75} \right)$$

$$R = 1,025 \left(1 - \frac{155,64}{-3196,75} \right)$$

$$R = 1,025 (1 - -3041.11)$$

$$R = 1,025 (-3040.11)$$

$$R = 0,-30$$

$r_{\text{count}} : 0-30$, $\alpha = 0,05$, $N = 25$ and $r_{\text{table}} = 0,312$.

Test is reliable if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above, the test have high reliable.

Appendix VI

Post test reliability

To get reliability of the test, the researcher used formula KR-2 :

$$R = \frac{K}{K-1} \left(\frac{1 - M(k-m)}{KS^2} \right)$$

From the table = $K = 25$

$$\sum x = 327$$

$$\sum x^2 = 4645$$

$$(\sum x)^2 = 106929$$

$$M = \frac{\sum x}{N}$$

$$M = \frac{327}{25} = 13,08$$

$$S^2 = \left(\frac{\sum x^2 - \left(\frac{\sum x}{N} \right)^2}{N} \right)$$

$$= \frac{4645 - \left(\frac{106929}{25} \right)^2}{25}$$

$$= \frac{4645 - 4277,16}{25}$$

$$= \frac{367,84}{25}$$

= 14.

So that:

$$R = \frac{K}{K-1} \left(\frac{1 - M(k-m)}{KS^2} \right)$$

$$R = \frac{25}{25-1} \left(\frac{1 - 13,08 - (25 - 13,08)}{25 \cdot 14,71} \right)$$

$$R = \frac{25}{24} \left(\frac{1 - 13,08 - (11,92)}{367,75} \right)$$

$$R = 1,025 \left(1 - \frac{155,91}{367,75} \right)$$

$$R = 1,025 (1 - 0,42)$$

$$R = 1,025 (0,58)$$

$$R = 0,59$$

$r_{\text{count}} : 0,59$, $\alpha = 0,05$, $N = 25$ and $r_{\text{table}} = 0,312$.

Test is reliable if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above, the test have high reliable.

Appendix VIII

A. THE EXPERIMENTAL CLASS

1. The score of experimental group from low score to high score.

55	65	70	75
60	65	70	75
60	65	70	75
60	65	70	75
60	65	70	80
60	65	70	80
60	65	70	85
65	70	70	
65	70	75	

2. High score = 85

3. Low score = 55

4. Range = high score – low score

$$= 85 - 55 = 30$$

5. The total of classes (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 (1,311)$$

$$= 1 + 4.3263$$

$$= 5.3263$$

$$= 5$$

6. Interval (i)

$$i = \frac{30}{BK} = \frac{30}{5} = 6$$

7. Mean score (x) = $\sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi
55-60	7	56.5	395.5
61-66	9	62.5	562.5
67-72	10	68.5	685
73-78	5	74.5	372.5
79-84	2	80.5	161
85-90	1	86.5	86.5
$i = 6$	34	429	2263

$$x = \sum \frac{fixi}{xi} = \frac{2263}{34}$$

$$= 66.55$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(34) = 17$$

$$b = \frac{66 + 67}{2} = 66.5$$

$$p = 9$$

$$F = 7 + 9 = 16$$

$$f = 9$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 66.5 + 9 \left(\frac{17 - 16}{9} \right)$$

$$= 66.5 + 9 \left(\frac{1}{9} \right)$$

$$= 66.5 + \frac{9}{9}$$

$$= 66.5 + 1$$

$$= 67.5$$

$$\text{Modus} = 70$$

B. THE CONTROL CLASS

1. The score of control group from low score to high score

60	65	70	75
60	65	70	75
60	65	70	75
60	65	70	80
60	65	70	80
60	70	75	80
60	70	75	85
65	70	75	85
65	70	75	

2. High score = 85
3. Low score = 60
4. Range = High score – low score
 $= 85 - 60 = 25$
5. The total of lasses (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 (1.311)$
 $= 1 + 4.3263$
 $= 5.3263$
 $= 5$
6. Interval (i)
- $$i = \frac{R}{BK} = \frac{25}{5} = 5$$
7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi
60 – 64	7	61.5	430.5
65 – 69	7	66.5	465.5
70 – 74	9	71.5	643.5
75 – 79	7	76.5	535.5
80 – 84	3	81.5	244.5
85 - 89	2	86.5	173
I = 5	35	444	2492.5

$$\bar{x} = \sum \frac{fixi}{fi} = \frac{2492.5}{35} = 71.21$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(35) = 17.5$$

$$b = \frac{69 + 70}{2} = 69.5$$

$$p = 7$$

$$F = 9 + 7 = 16$$

$$f = 7$$

$$\begin{aligned}
 Me &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\
 &= 69.5 + 7 \left(\frac{17.5 - 16}{7} \right)
 \end{aligned}$$

$$= 69.5 + 7 \left(\frac{1.5}{7} \right)$$

$$= 69.5 + \frac{10.5}{7}$$

$$= 69.5 + (1.5)$$

$$= 71$$

Modus = 75

C. THE EXPERIMENTAL CLASS

1. The score of experimental group from low score to high score

65	75	80	85
70	75	80	85
70	75	80	90
70	75	80	90
75	80	80	90
75	80	85	90
75	80	85	95
75	80	85	
75	80	85	

2. High score = 65
3. Low score = 95
4. Range = High score – low score
= 95 – 65 = 30

5. The total of lasses (BK) = $1 + 3.3 \log n$
= $1 + 3.3 (1,311)$
= $1 + 4.3263$
= 5.3263
= 5

Interval (i)

$$i = \frac{R}{BK} = \frac{30}{5} = 6$$

$$\text{Mean Score (x)} = \sum \frac{f_i x_i}{f_i}$$

Interval	Fi	Xi	Fixi
65-70	4	66.5	266
71-76	9	72.5	652.5
77-82	10	78.5	785
83-88	6	84.5	507
89- 94	4	90.5	362
95- 100	1	96.5	96.5
Σ	35	401.5	2668.7

$$\bar{x} = \frac{\sum fixi}{\sum fi} = \frac{2668.7}{35} = 76.25$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{76+77}{2} = 76.5$$

$$p = 9$$

$$F = 9+4 = 13$$

$$f = 9$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(34) = 17$$

$$= 76.5 + 9 \left(\frac{17-13}{9} \right)$$

$$= 76.5 + 9 \left(\frac{4}{9} \right)$$

$$= 76.5 + \frac{36}{9}$$

$$= 76.5 + 4$$

$$= 80.5$$

$$\text{Modus} = 80$$

D. THE CONTROL CLASS

1. The score Pre- test of control group from low score to high score

60	65	70	75
60	70	70	75
60	70	75	75
60	70	75	75
65	70	75	80
65	70	75	80
65	70	75	80
65	70	75	85
65	70	75	

2. High score = 85
3. Low score = 60
4. Range = High score – low score
 $= 85 - 60 = 25$
5. The total of lasses (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 (1.311)$
 $= 1 + 4.3263$
 $= 5.3263$
 $= 5$
6. Interval (i)
7. $= \frac{R}{BK} = \frac{25}{5} = 5$
8. Mean Score (x) = $\sum \frac{f_i x_i}{f_i}$

Interval	Fi	Xi	Fixi
60 - 64	4	61.5	246
65 - 69	6	66.5	399
70 - 74	10	71.5	715
75 - 79	11	76.5	841.5
80 - 84	3	81.5	244.5
85 - 89	1	86.5	86.5
i = 5	35	444	2532.5

$$x = \sum \frac{fixi}{fi} = \frac{2532.5}{35} = 72.35$$

9. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{69 + 70}{2} = 69.5$$

$$p = 10$$

$$F = 4 + 6 = 10$$

$$f = 10$$

$$Me = \frac{1}{2}n = \frac{1}{2}(35) = 17.5$$

$$= 69.5 + 10 \left(\frac{17.5 - 10}{10} \right)$$

$$= 69.5 + 10 \left(\frac{7.5}{10} \right)$$

$$= 69.5 + \frac{7.5}{10}$$

$$= 69.5 + 0.75$$

$$= 70.25$$

$$\text{Modus} = 75$$

APPENDIX IX**EXPERIMENTAL CLASS****The Score Pre-test and Post-test of Experimental Class**

Students' Initial Names (n)	Pre- test	Post- test	Y₁	Y²
(1)	(2)	(3)	(4)	(5)
AFD	70	75	5	25
ANT	65	75	10	100
ABD	75	80	5	25
CHA	65	85	10	100
DOL	70	80	10	100
DON	65	80	15	225
ELL	60	75	15	225
FAT	70	90	20	400
HER	60	95	35	1225
HUN	75	75	0	0
IRM	70	80	10	100
ISM	65	80	15	225
JUL	70	90	20	400
LEN	55	75	20	400
MAR	60	85	25	625
MOR	70	75	5	25
NIG	65	70	5	25
NOR	65	80	15	225
RAJ	60	75	15	225
RAS	70	75	5	25
RAG	65	80	15	225
RAF	70	80	10	100
RSM	85	85	0	0
RIR	70	90	20	400
STM	80	85	5	25
SIK	75	75	0	0
SUR	65	70	5	25
SEF	60	70	10	100
SAL	60	65	5	25
VEB	70	80	10	100
VIN	65	85	15	225

YUS	80	90	10	100
YUL	75	85	10	100
WIR	75	80	5	25
Total			380	6150

CONTROL CLASS
The Score Pre-test and Post-test of Control Class

Students' Initial Names (n)	Pre- test	Post- test	Y ₁	Y ²
(1)	(2)	(3)	(4)	(5)
ABD	75	75	0	0
AND	70	70	0	0
ALS	65	60	-5	-25
ALM	75	70	-5	-25
ANZ	75	70	-5	-25
AYM	65	70	5	25
AZP	70	65	-5	-25
FAT	70	75	5	25
FEB	75	65	-10	-100
FER	70	65	-5	-25
HEM	65	60	-5	-25
HNR	65	70	5	25
HER	70	70	0	0
KUR	60	75	15	225
JUW	65	60	-5	-25
LAN	75	75	0	0
LAS	80	70	-10	-100
LAH	60	75	10	100
LUS	65	65	0	0
MOR	70	60	-10	-100
MUZ	65	70	10	100
NOD	80	75	-5	-25
NOJ	85	80	-5	-25
NRL	70	75	5	25
NSH	80	80	0	0

SEF	60	85	25	625
SUK	85	75	-10	-100
SKR	70	75	5	25
SUD	60	70	10	100
SRD	60	65	5	25
TUR	75	70	-5	-25
THR	60	75	15	225
TIF	75	80	5	25
VIN	70	75	5	25
WRD	60	70	10	100
Total			45	1025

APPENDIX X

PERCENTAGE POINTS OF THE T DISTRIBUTION

Tail Probabilities

One Tail 0.10 0.05 0.025 0.010.005 0.001 0.0005

Two Tails 0.20 0.10 0.05 0.02 0.01 0.002 0.001

-----+-----+-----

D 1		3.078	6.314	12.71	31.82	63.66	318.3	637		1
E 2		1.886	2.920	4.303	6.965	9.925	22.330	31.6		2
G 3		1.638	2.353	3.182	4.541	5.841	10.210	12.92		3
R 4		1.533	2.132	2.776	3.747	4.604	7.173	8.610		4
E 5		1.476	2.015	2.571	3.365	4.032	5.893	6.869		5
E 6		1.440	1.943	2.447	3.143	3.707	5.208	5.959		6
S 7		1.415	1.895	2.365	2.998	3.499	4.785	5.408		7
8		1.397	1.860	2.306	2.896	3.355	4.501	5.041		8
O 9		1.383	1.833	2.262	2.821	3.250	4.297	4.781		9
F 10		1.372	1.812	2.228	2.764	3.169	4.144	4.587		10
11		1.363	1.796	2.201	2.718	3.106	4.025	4.437		11
F 12		1.356	1.782	2.179	2.681	3.055	3.930	4.318		12
R 13		1.350	1.771	2.160	2.650	3.012	3.852	4.221		13
E 14		1.345	1.761	2.145	2.624	2.977	3.787	4.140		14
E 15		1.341	1.753	2.131	2.602	2.947	3.733	4.073		15
D 16		1.337	1.746	2.120	2.583	2.921	3.686	4.015		16
O 17		1.333	1.740	2.110	2.567	2.898	3.646	3.965		17
M 18		1.330	1.734	2.101	2.552	2.878	3.610	3.922		18
19		1.328	1.729	2.093	2.539	2.861	3.579	3.883		19
20		1.325	1.725	2.086	2.528	2.845	3.552	3.850		20
21		1.323	1.721	2.080	2.518	2.831	3.527	3.819		21
22		1.321	1.717	2.074	2.508	2.819	3.505	3.792		22
23		1.319	1.714	2.069	2.500	2.807	3.485	3.768		23
24		1.318	1.711	2.064	2.492	2.797	3.467	3.745		24
25		1.316	1.708	2.060	2.485	2.787	3.450	3.725		25
26		1.315	1.706	2.056	2.479	2.779	3.435	3.707		26
27		1.314	1.703	2.052	2.473	2.771	3.421	3.690		27
28		1.313	1.701	2.048	2.467	2.763	3.408	3.674		28
29		1.311	1.699	2.045	2.462	2.756	3.396	3.659		29
30		1.310	1.697	2.042	2.457	2.750	3.385	3.646		30
32		1.309	1.694	2.037	2.449	2.738	3.365	3.622		32
34		1.307	1.691	2.032	2.441	2.728	3.348	3.601		34
36		1.306	1.688	2.028	2.434	2.719	3.333	3.582		36
38		1.304	1.686	2.024	2.429	2.712	3.319	3.566		38
40		1.303	1.684	2.021	2.423	2.704	3.307	3.551		40
42		1.302	1.682	2.018	2.418	2.698	3.296	3.538		42
44		1.301	1.680	2.015	2.414	2.692	3.286	3.526		44
46		1.300	1.679	2.013	2.410	2.687	3.277	3.515		46
48		1.299	1.677	2.011	2.407	2.682	3.269	3.505		48

APPENDIX XI

Daftar Nilai Persentil untuk Distribusi

V	t _{0.995}	t _{0.99}	t _{0.975}	t _{0.95}	t _{0.90}	t _{0.80}	t _{0.75}	t _{0.70}	t _{0.60}	t _{0.55}
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

Sumber: Statistical Tables for biological, agricultural, and Medical Research, Fisher. R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburg

APPENDIX III

LESSON PLAN EXPERIMENTAL CLASS

Instructional Unit	: Reading
School	: SMP Negeri 5 Padangsidempuan
Subject	: English
Standard of content	: Understanding S-RUN strategy
Topic	: <i>Solar energy</i>
Class	: XIII 4
Time	: 2 x 40 minutes

A. Competence Standard

10. Find the specific information of the text and understand the meaning of the text, identify important information by Using S-RUN strategy

B. Basic Competence

10.2 Find the topic sentences of the text from each paragraph in the short text by using S-RUN strategy.

C. Indicator

1. Students Grade XIII by their selves will able to find the meaning of S-RUN strategy. Time is needed 15 minutes. Achievement 80 %
2. Students Grade XIII discuss by democratic the rhetorical steps of an S- RUN strategy. Time is needed 15 minutes. Achievement 80 %
3. Students Grade XI by responsibility the understandably in daily life and to access knowledge in the form of S-RUN strategy. Time is needed 20 minutes. Achievement 80 %

D. Course Objectives

Students will be able to

1. Respond the meaning of S-RUN by their selves.
2. Respond the rhetorical steps of an S-Run strategy by democratic.
3. Respond the understandably in daily life and to access knowledge in the form of S-RUN strategy by responsibility.

Technique

S-RUN strategy (Experimental)

D. Source

BukupaketDarjis, Desmaldkk, *English: Natural and Social Programme grade XI SMP*, Jakarta: PenerbitBumiAksara, 2008.

E. Material

Solar energy

Solar energy is the result of reactions that take place within the sun. The reaction are in the nuclei, or central parts of atoms. Because these reaction are in atomic nuclei, they called nuclear reactions, the solar energy that falls on the United States in 1 minutes is enough to supply the energy need of the entire country for one one day.

Man has made very little direct use of the enormous amount of solar energy that reaches the earth. He has used solar energy inderectly, however, for many thousands of years. When fuel is burned, solar energy stored in plants is being used. Windmills used for grinding grain and for pumping water are driven by wind that results from infrared solar energy.

Scientists are trying to find ways of using solar energy inexpensively and on a large scale They are trying to find an inexpensive method of making electric current from solar energy for use in regions where generating electric current is expensive. They are experimenting with ways of using solar energy to supply heat and hot water

to homes less expensively that can be done at present. Air conditioners and refrigerators also may some day be run bay solar energy.

Electricity can be produced directly from sunlight, without using a collector. The device that does this is called a photoelectric cell. Photoelectric cells are made of materials that produce an electric current when light sines on them. If sunlight us used, that cell is called a solar cell.

Many solar cells are connected to make solar battery. Solar batteries are extremely useful in supplying electric current for spacecrafts or on flat plates along the outside of the crafts. When the sun shines of the solar batteries, they generate an electric current. This current is used to charge the storage batteries inside the spacecrafts.

Learning Process

No	Teacher	Students	Time
1	Introduction 1. Greeting 2. Telling standard of content 3. Telling basic competence	1. Answer the greeting 2. Listening the teacher 3. Listening the teacher	5 minutes 15 minutes 30 minutes
2	Content 1.SURVEY The Teacher gives students a text to be read by themselves and then the teacher commands the students to read the text fastly by surveying title, introduction, subheading.etc.	1. SURVEY The students accepted the text, then they survey the entire text by reading the title, introduction, heading and subheading quicly.	5 minutes
3	2. READ The teacher asks students to read the section from one paragraph to another paragraph to find the topic sentence and important information	READ The students read the text from one paragraph to another paragraph.	15 minutes

	UNDERLINE The teacher ordered the students to highlight the important information by underlining information that they think important.	UNDERLINE The students underlined the important information	10 minutes
	NOTETAKING The Teacher ordered the students to make a notetaking by they own word from the text that they have underlined.	NOTETAKING The students make a notetaking	5 minutes

Teacher	Students	Time
Introduction 1. Greeting 2. The teacher gives pretest	1. Answer the greeting 2. Listening the teacher	5 minutes 10 minutes
Content 1. Discussion about last material 2. Gives posttest	1. Discussion 2. Do posttest	15 minutes 15 minutes
Conclusion Telling the conclusion from the S-RUN strategy	The students find the conclusion from S-RUN strategy	10 minutes

F. Evaluation

The evaluation will be done by conducting the reading task, that is

1. Find the the topic sentence from the text
2. Identify the important information of the text for each student
3. Underlining important information.
4. Make the notetaking

G. The Instrument of Test

Multiple choices

H. The Indicator of Value

No.	The Indicator of Value	Score
1	Able to find the topic sentences of the text	0 – 20
2	Able to identify important information of the text	0 – 30
3	Able to identify main idea from the text	0 – 25
4	Able to find the meaning of underlining word	0 – 25
Maximal Score		100

$$\frac{\text{High Score X Criteria X 100}}{\text{Total Score}} = 100$$

$$\frac{20 \times 5 \times 100}{100} = 100$$

Padangsidempuan, 20 august 2013

Teacher

Rahmad Ansori Hsb
NIM. 09 340 0018.

CURRICULUM VITAE

A. Identify

Name : Rahmad Ansori Hasibuan
Place and birthday : Rianiate, 4 Agustus 1990
Sex : Male
Religion : Moslem
Address : Rianiate, Kec. Angkola Sangkunur, Padangsidimpuan

B. Parents

Father : Firman
Mother : Nur Asiyah

C. Background of Education

1. Elementary School at SD SDN 01 Rianiate 1997 – 2002
2. Junior High School at MTSs Musthofawiyah Purbabaru, 2003 - 2006
3. Senior High School at Aliyah Musthofawiyah Purbabaru, 2006 - 2009
4. Student of English Section at State College for Islamic Studies (STAIN)
Padangsidimpuan 2009-2013

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world as an international language, English is very important and has many interrelationships with various aspects of life owned by human being. Therefore, the national education has decided that English as a foreign language taught in Indonesian schools.

In English, there are four skills that must be mastered, namely; reading, speaking, listening and writing, reading is one of the four language skill that was used to grasp the ideas that presented to get the information, reading is important to be learned and mastered by human. Reading is a way to get information from something that was written, reading is an interaction between readers and text, reading holds important matter in teaching English.

Reading is an activity to transfer the knowledge from the text to people mind, as students know that the knowledge is very important to them, the knowledge usually took place in the book, magazine, newspaper, it was impossible to students to gain information from the text without reading it. In addition, reading is one of most important skill in language learning besides listening, speaking, and writing. In reading, the students were expected to be able to get the knowledge and familiar with

what the teacher has explained about the context, it means that in reading comprehension, the students were expected to have more skill to understand the text.

Reading is an important language skill either for academic purpose or daily life demands. Students found information which were presented in written form everyday and almost everywhere in the world, which demanded students to read them in order to fulfill their needs, besides, reading in educational setting is the commonest way of learning beside listening, practicing and other ways modeled by the scientist of education. The following illustration will present some significance of reading for students' life.

First, students can get knowledge through reading, a lot of information were presented in written form such as books, journals, newspaper, magazines, tabloids, manuals, and novels. Thus, students can not get knowledge and information from this sources without reading them, the more students read, the more students knew; the less students read the less students knew. In short, the extent of somebody's reading related to the extent of his knowledge and wisdom.

Second in Holy book, Allah has ordered people to read al- quran as much as people can, Allah has said in holy book, suroh Al-Alaq 1-5 as follow:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٣﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٤﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٥﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٦﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٧﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٨﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿٩﴾ أَلَمْ نَكُنْ مِنْ عَلَقٍ ﴿١٠﴾

¹ Departement Agama RI, *Al-Quran dan Terjemahan* (Bandung: PT. Syamil Cipta Media, 2005), p. 597.

The meaning:

Recite in the name of your lord who created (1). Created man from a clot of congealed blood(2). Recite and your lord is most generous(3). Who taught by the pen(4). Taught man what he did not know(5)².

According to suroh Al-Alaq 1-5, thus verses have described to people how important reading in people life was, until Allah ordered human to read, it was caused from reading act students could comprehend something, and also from the reading of nature in around people, students would comprehend that there were creature of nature, that was Allah, so from the reading students would know their creature, as a result from verses above Allah have thought people how to know him, and how to know life and also to know everything that students' want. Then, from this verse, Allah has told to people that he has taught people everything. Also he has created people.

Next, Allah The All Merciful explain about reading, especially reading holy book, Allah will give them knowledge and most of bounty at Surah al fatir, Verse 29-30:

إِنَّ الَّذِينَ يَتْلُونَ كِتَابَ اللَّهِ وَأَقَامُوا الصَّلَاةَ وَأَنفَقُوا مِمَّا رَزَقْنَاهُمْ سِرًّا وَعَلَانِيَةً يَرْجُونَ تَجْرَةً لَّن تَبُورَ ﴿٢٩﴾ لِيُؤْفِقَهُمْ أُجُورَهُمْ وَيَزِيدَهُم مِّن فَضْلِهِ ۗ إِنَّهُ غَفُورٌ شَكُورٌ ﴿٣٠﴾

² Abdul Yusuf Ali, *The Meaning of the Holy Quran in the English Language* (Al- Alami Publications: Beurit, 2001), p. 924.

The meaning:

Those who rehearse the book of Allah, establish regular prayer, and spend (in charity) out of what we have provided for them, secretly and openly, hope for a commerce that will never fail (29). For he will pay them their meed, nay, he will give them (even) more out of his Bounty: For he is oft- forgiving most ready to appreciate (service) (30).³

Further, from reading, people can take many kinds of knowledge, until people became scientist, and scientist was noble in the sign of Allah, as Allah said in Surah Al Mujadilah, Verse 11:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ط
وَإِذَا قِيلَ اُنشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ج
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

The meaning:

O ye who believe! When ye are told to make room in the assemblies, (spread out and) make room (ample) room will Allah provide for you. And when ye are told to rise up, rise up Allah will rise up, to (suitable) rank (and degrees), those of you who believe and who have believe and who have been granted (mystic) knowledge. And Allah is well-acquainted with all ye do (11).⁴

Then, the last Verse that explain the magnificence of scientist was found in Surah Azzumar, Verse 9:

أَمَّنْ هُوَ قَنِتٌ ءَانَاءَ الْإِيلِ سَاجِدًا وَقَائِمًا تَحَذِرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ ط قُلْ هَلْ
يَسْتَوِي الَّذِينَ يَعْمَلُونَ وَالَّذِينَ لَا يَعْلَمُونَ ط إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ﴿٩﴾

³ Ibid, p. 127

⁴ Ibid, p. 97

The meaning:

Is one who worships devoutly during the hour of the night prostrating himself or standing (in adoration). Who takes head of hereafter, and who places his hope in the mercy of his lord (like who does not)? Say: “Are does equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition (9).⁵

From Verses above, researcher concluded that people would be a scientist if they read many kinds of books, and they would be noble in the sight of Allah if they have knowledge. Then, the scientist was formed by reading a books and learning.

Third, reading activated students’ brain for thinking and problem solving. In the process of reading, students’ brain was activated to remember, analyze information, brain gave images of the knowledge’s applications and implications in the real world and related them to the prior knowledge that students had before reading the text. Besides, it also advanced the brain to acquire way to facilitate the gathering of information whenever we find difficulties. Such impact on students’ brain in turn would develop their ability in thinking and solving their problem in the real world.

Finally, students could learn thought through reading, written text is representation of the author’s thought, so that reading is away to understand the though. Students could even learn to understand the depth and the way of thinking of their selves by reading the text their own writing.

Based on the illustration above, researcher could make inference that reading very important in our live, and reading is very necessary for everybody in variety of

⁵ Ibid, p. 143

purposes and needs. Especially for students, however, the reading is still a big problem at SMP negeri 5 Padangsidempuan either in the aspect of achievement or motivation, the actual fact was proved in the following illustration.

Based on researchers' survey, most students had less vocabularies, as a result they did not know the meaning of sentence, and they could not reach idea for what they had read, so if the teacher explained about the lesson or gave them the task to translate, they did not understand because they did not know the meaning what the teacher said and did not know the meaning of the text of the task.⁶ Finally, most of them stated that English subject was difficult, and could make them lazy to learn, so the process of teaching reading could not run well.

Further, more students were passive in the class, it caused the strategy of teaching was not suitable. The teachers taught reading comprehension by translating the text. Therefore, the students opened the dictionary when they wanted to find out the main idea of the reading text.

The last, students did not have a good a strategy in reading or they did not know reading strategy. it caused the teacher did not use the strategy in reading process, so, the students did not apply the strategy when they were reading a book, as a result, the value of them in the final examination about reading comprehension was categorized low, it was revealed the value of them were 67, whereas KKM in this school was 70, so the category students of this school were low.

⁶ Fernanda Alwi Lubis, *Private Interview*, Date 3, Month 1, Year 2013.

To solve the problem in reading, there are some alternative of reading strategies that were available and applicable. As researcher knew that there are many techniques and many strategies that could solve students' problem in reading comprehension, and also could increase the students' ability in reading, such as skimming, scanning, P2R (Preview Read Review), SQ3R (Survey, Question, Read, Recite, and Review), S-RUN (Survey-Read Underline Note taking).

From the explanation above, to solve the problem in reading, the researcher chose to employ S-RUN system, because it was found that student's learning materials were textbooks which contains a lot of passage. Naturally, a text consist of one topic that contained many important information that should readers knew, conceptually, S-RUN is designed to identify all of important information from the headed section that readers read.

Further, S-RUN system need more repetition on the important information, that was why in this system students had to make many repetition, and also students should repeat their reading at least more times, so that students got more comprehension, it was made this system different with another strategy. And then, students had to identify all of the important information, next, students summarized the highlighted information under the previously written heading.

Finally, if people compared among S-RUN with SQ3R or P2R or another strategy, S-RUN is more effective system, It could make readers more comprehension in reading a text, because S-RUN made you think about what you are reading and then you could highlight effectively, took a notes, and you wrote the notes in your

own words. So, the theory that would be used in this research was S-RUN strategy, this theory have been created by Nancy Bailey's in 1988.

. The view of above explanation, the researcher was interested in conducting experimental research of which purpose to solve student's problem in reading comprehension by title "THE EFFECT OF S-RUN TO STUDENT'S READING COMPREHENSION AT GRADE VIII OF SMP NEGERI 5 PADANG SIDIMPUAN". The researcher would explore the difference of reading achievement after applying the strategies in the classroom.

B. Identification of the Problems

Based on observation of the researcher about students' reading comprehension, there are still many students who could not comprehend the text when they read, the problem might occurs because they had less vocabularies, and then, more students were passive in the class, it caused the strategy of teaching is not suitable. The Other factor was students did not have a good a strategy in reading or they did know reading strategy. It caused the teacher did not use the strategy in reading process.

From the problems above, the researcher only focused to solve their problem in reading comprehension by using strategy, where they were very difficult to comprehend the text because they did not use the strategy, when they was reading a text. Therefore, researcher would use S-RUN strategy in teaching reading comprehension.

C. Limitation of the problem.

The problems of reading is very large, and the strategy that used in teaching reading was very much such as Skimming, Scanning, P2R, and SQ3R, so that, it was impossible to be researched by researcher because of the matter of materials, space and time and that was difficult to explore alone. Due to the limitation of the researcher in aspect of ability, time and finance, this research must be limited. Therefore the researcher just focused on looking the effect of S-RUN strategy to the students' skill in reading comprehension.

D. Formulation of the Problem

In conducting the research, the researcher described the formulation of the problem as follow: "Was there the significant effect of using S-RUN strategy on students' reading comprehension at SMP Negeri 5 Padangsidimpuan?"

E. Aim of the Research

Based on the formulation of the problem above, the researcher determined the aim of the research was: "To know whether using S-RUN strategy has a significant effect to reading comprehension at SMP Negeri 5 Padangsidimpuan."

F. Significances of the Research

The result of the research is expected to be useful:

1. For enriching readers about the scientific strategy in reading, especially English students at STAIN Padangsidempuan.
2. For headmaster to give suggestion to English teachers to improve learners' ability in English especially reading.
3. For English teachers as a tool to compare and to improve the science especially about using strategy in reading comprehension.
4. For the other writers in conducting further researchers in the same topic.

G. Definition of the operational variable

To avoid the ambiguity there are two variables, they are:

1. Reading comprehension.

Reading is a receptive skill, it is transactional between a reader and writer, reading is an interactive process between a reader and the text, reading is the process cognition, interpretation and perception of a written and printed material. According to Mulyono, Reading as a complex activity that needed a great number in separated action, it include to using of understand, image observation and memories, human are impossible to enable reading without activating their eye and intelligence.⁷

⁷ Abdurrahman Mulyono, *Pendidikan Bagi Anak yang Berkesulitan Belajar* (Jakarta: Rineka Cipta, 1999), p. 20.

From the explanation above, it could be concluded that reading is an interactive process that happened human minds to reconstruct the meaning or to get the information for what they have read by activating their eye and intelligence. While comprehension is the ability to understand written and spoken language, so, reading comprehension is the ability to understand information that presented in written form.

2. S-RUN

Survey : First, survey the chapter. Read the title and the introduction, as well as all headings, charts, diagrams, and graphs.

Read : Now read the section.

Underline : Underline material that explains the section's heading.

Note taking: After completing the previous steps, take notes on the material.

Summarize the main points of the section⁸.

Nancy Bailey states that:

The S-RUN is a helpful way for students to comprehend the information that they read. The system is divided into four parts. The letters stand for S: Survey, R: Read, U: Underline, N: Notes. First you survey or more accurately skim through chapter. The student is paying attention to the title and important headings. This will give you a basic overview of the chapter. The R means read. After finishing reading you would underline or highlight the important information in each paragraph. The last, you move on to the note taking step. You will go back to the information you underlined and put the information into your own words⁹.

⁸ Van Blerkom, D.L., *Textbook Reading Systems* [http://fdf.edu / com](http://fdf.edu/com), accessed on November 14. 2012.

⁹ Nancy Bailey, "S-Run system", ([http://shorter.learninghouse.com. Html](http://shorter.learninghouse.com.Html)), Accessed on 24 May 2013 at 10.15.

So, it could be concluded that S-RUN have four steps. First is survey step. Survey step is a brief review of the key components of your text, such as, title, headings and subheadings. This is also a good time to review any pictures, graphs, or charts. Second is read step. The read step asks that you write the headings, which will assist in remembering what you read. Third is underline step, the underline step suggests underlining or highlighting key points to reinforce what's been read. Four is notetaking step. The notetaking step requires the students to take notes, either on paper or on the computer.

H. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted many sub chapters with detail as follow:

In chapter one, it was consist background of the problem, where the problem of this theses is the students are low in reading comprehension. Identification of the problem, where the researcher identified many problems of students in reading. Therefore, researcher focused to solve their problem about students are difficult to comprehend the text because teacher using the dictionary when they taught reading. Limitation of the problem, where researcher limited the strategy that used to solve the problem and researcher used S-RUN strategy. Formulation of the problem, aims of research, significances of the research, and definition of operational variables.

In chapter two, it was consist of the theoretical description, where researcher described the theory of reading and S-RUN that researcher taken from many books

and author. Review of related finding, where researcher took many books that related to this theses that talked about reading. Conceptual framework, where researcher described the problems and how solved them by using pictures. Hypothesis where the hypotheses in this research is there are significant effect of S-RUN toward students reading comprehension

In chapter three, it was consist of research methodology, where the methodology that used in this theses is experiment method and in research methodology consist of time and place of the research, research methodology, population and sample, where the place of this research is SMP N 5 padangsidempuan and population of this research is all the students of SMP N 5 at grade VIII and sample are 69 students. Instrument of research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis, where the instrument of this research is test and the technique that used to collect the data is quantitative and data analyzed by using t-test.

In chapter four, it was result of the research talking about the analysis of data. This chapter consisted of description of data, where the data has calculated by using pre-test and post test and applying quantitative analyses. Hypothesis testing, where the researcher used t-test to analyzed the data to know the effect of S-run strategy. Discussion and the threats of research, where researcher explained the weakness of researcher

Finally, in chapter five consisted of conclusion and suggestion. Researcher had to write down the conclusion about the theses. After that, researcher gave the suggestion that can improve his theses, where the researcher found the conclusion of this theses that S-RUN strategy can increase reading comprehension, it proved by score of experimental class higher than control class.

CHAPTER II

THEORETICAL DESCRIPTION, FRAME WORK, AND HYPHOTESIS

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading

Reading is a receptive skill, it is transactional between a reader and writer, reading is an interactive process between a reader and the text. As a result a writer can communicate with a reader through a text, and also reading is an interactive process between the reader and text. An interactive process happens when reader try to understand the text, while understanding the text, the readers want to communicate with ideas proposed by the writers. Therefore, reading is the process of communication between the readers and the writer.

According to Douglas Brown that “reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction” .¹ In addition, according to Marilyn that “reading is one of the principal means of obtaining information. The information may be in printed form, such us a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information”.² Furthermore David Nunan States that “reading is a fluent process of readers

¹ Douglas Brown, *Language Assessment* (USA: Longman, 2004), p.189.

² Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication* (New York : Mc Green- Hill, 2003), p. 68.

combining information from a text and their own background knowledge to build meaning”.³ While according to McWhorter that “reading, at first, may appear to be routine activity in which individual words are combined to produce meaning”.⁴ Actually reading a textbook is how reader can build a complete comprehension base on many words structurally in a text. And also the process must be routine to enrich our comprehension what the text tell about.

Further, Albert J. Haris states :

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. And then reading is the meaningful interpretation of written or printed verbal symbol. It can apply also to the interpretation of mathematical symbols, codes, and other symbolic systems. Beside that reading is extension of oral communication and built upon listening and speaking skills⁵.

Next, reading is the readers’ activities to get meaning or message from an author. An author ell the meaning or massage to reader in printed or written material⁶. A process where an author combine words in a unity that has meaning. If an author can not build a complex meaning in a text, they reader will not understand what text tell about.

³ David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), p. 68.

⁴ Kathlen T. McWhorter, *Efficient and Flexible Reading* (USA: Harper Collins Publisher, 1992), p. 23.

⁵ Albert J.Haris, *How to Increase Reading Ability* (New York : David Mckay Company, 1969), p. 3.

⁶ Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahsa* (Bandung: Agkasa, 2005), p. 6.

“Reading is an essential skill for learners of English as a second language”.⁷

For most of these learners, it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading English is required. With strengthened reading skills, learners will make greater progress and development in all areas of learning. Therefore, reading is a fluent process of reader combining information from a text or passage and their own background knowledge in bringing meaning to and getting meaning from printed or written material.

Finally, reading is the process of cognition, interpretation and perception of a written or printed material. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. So, reading is an interactive process that happens in human minds to reconstruct the meaning for what they have read.

Henry Guntur Tarigan states that there are two aspects in reading, they are:

1. Mechanical skills in the lower order and its include: letters recognition, linguistics recognition (words, phrase, sentences, phoneme, and clause roles), pronunciations recognition, and the speed reading.
2. Comprehension skill in higher order, this aspects includes comprehension simple definition, understanding significance or meaning evaluation of speed flexible reading.⁸

⁷ David Nunan, *Op. Cit.*, p. 69.

⁸ Henry Guntur Tarigan, *Op. Cit.*, p. 7-8

It can be concluded that reading had two aspects. The first consist of recognition of letter or linguistics and pronunciation. So, students had to recognize the linguistics that related with word, phrase, sentences. The second consist of comprehension skill, so students had to comprehend simple definition and understanding meaning of text by using speed flexible meaning.

b. Definition Comprehension

Richard states that "comprehension is the process by which a person understanding the meaning of written or spoken language clearly"⁹. In addition, comprehension is the ability to understand the meaning from the writer or spoken language. While, according to Oxford's Dictionary "comprehension is the power of understand"¹⁰. Further, according to Webster's Dictionary "comprehension is the act of grasping with the mind, understanding or knowledge, the capacity for understanding ideas, facts"¹¹. So, comprehension is understanding of written or spoken.

In addition, according to Donalt "comprehension is activities that students require to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. The

⁹ Richard A. Renandya, *Language Teaching Methodology* (Cambridge university, 2006) p. 54

¹⁰ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: Casel, 2000), p. 235.

¹¹ Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1991), p. 286.

comprehension or understanding may be evidenced by oral, writing, pictorial, or concrete presentations”.¹²

Further David says “comprehension is essential to succeed the reading, for succeeding the comprehending, the reader must use cognitive and meta cognitive skills, cognition can be defined as thinking and meta cognitive skills”.¹³

Thus, it can be concluded that comprehension is improving or testing to understand of language (written and spoken) and comprehension is needed on reading and listening.

c. Reading comprehension

Reading comprehension is the ability to understand information presented in written form. Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the new idea that given by the writers. And also, “reading comprehension are complex process which take part of useful of good and poor ability”.¹⁴ In other word, reading comprehension is ability of the reader to understand the text and comprehend the meant of the text.

In addition, Jeremy Harmer states “reading comprehension is not stopping for every word, not analyzing everything that the reader or speaker includes in the

¹² Donalt C.Orlict, *Strategies Acuided to better Instruction* (Bandung: aksara, 2008), p. 65.

¹³ David Nunan , *Op. Cit.*,p. 67.

¹⁴ Golden Wainwright, *Speed Reading Better Recalling* (Jakarta: Gramedia, 2007), p. 42.

text”.¹⁵ It means that readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details, so reading comprehension is the power of understand about reading the text.

Next, reading is one of the important skills in learning language besides listening, writing, and speaking. “The main goals of reading is comprehension”.¹⁶ People can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

In fact, reading without comprehension or understanding is not reading. Many readers can pronounce words fluently but what they have just read, they are unable to respond and to understand, although they have high score in terms reading rate or fluently, but they are not really good readers.

Catherine Snow states:

Generally, the comprehension entails three elements:

- 1) The *reader* who doing the comprehending.
- 2) The *text* that to be comprehend.
- 3) The *activity* in which comprehension is a part.¹⁷

a. The Reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (for example attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge,

¹⁵ Jeremy Harmer, *The Practice Of English Language Teaching* (Malaysia: Longman, 2003), P.202.

¹⁶David Nunan. *Op. Cit.*, p. 68.

¹⁷ Catherine Snow, *Reading for Understanding* (USA: RAND, 2002), p. 11.

linguistics and discourse knowledge, knowledge of specific comprehension strategies). Of course, above elements have to related each other such as specific knowledge and texts is engaged.

b. The Text

The features of text have a large effect on comprehension. Comprehension doesn't occur by simply extracting meaning from the text. During reading, the reader constructs different representations what the text talk about. Furthermore there are many various of the texts that we can find in our daily life. Texts can be difficult or easy, depending factors inherent in the text, on the relationship between the text and the knowledge and ability of the reader, and on activities in which the reader is engaged.

c. The Activity

Reading doesn't occur in vacuum. It is done for a purpose, to achieve some end. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing activity. Prior to reading, a reader has a purpose which can be motivated the reader for example completing a class assignment, for pleasure, collecting a data.¹⁸

From the explanation above, researcher concluded that in considering the reader, students included all the capacities, abilities, knowledge, and experiences that a person bring to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, students include the purposes, the processes, and consequences associated with the act of reading.

Therefore, a reader can be a good reader if three elements was engaged each other. The reader had wide range capacities and abilities. The text could be extract and construct by the reader, and the reader done a related activities.

Then, to get comprehension a reader have a wide range capacities and abilities, the reader can extract and construct a meaning from a text and the reading activities have to related each other.

¹⁸ *Ibid.*, p. 12.

Finally, as students knew that reading comprehension is very important, cause comprehension is the process by which a person understanding the meaning of the written or spoken language. In conclusion, reading comprehension is the ability of the reader to understand of the text and comprehend the meaning of the text.

d. Kinds of reading

Reading process can be divided in two kinds.

1. Silent reading

Silent reading is using visual memory and condition of not speaking and a sound track, to train the students to really pay attention to can understand the text. According to Oxford dictionary “silent is condition of not speaking and a sound track”.¹⁹ Then, Guntur Taringan said “silent reading is using only visual memory”.²⁰ In addition, Kasihani said that “silent reading is to train the students to really pay attention to can understand the text”.²¹

Further according to David Nunan, silent reading generally focus in the classroom should be on getting the meaning from print when comparison is the goal of reading²². That is why, by silent reading, the students train to understand the material of the text. So, silent reading is a process who done and used by reader to get message from the written by condition not speaking and without sound track, the

¹⁹ Horn, *Oxford advanced learners dictionary* (New York : oxford university press, 1995), p. 887.

²⁰ Henry Guntur Taringan, *Op.Cit.*, p. 22.

²¹ Kasihani, K.E Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2008), p. 65.

²² David Nunan, *Op.Cit.*, p. 69.

researcher conclude that silent reading is reading activity who did without voice of the text.

There are many skills that is claimed in silent reading, as follow:

- a) Reading without voice, without move of lip
- b) Reading without the move of head
- c) Silent reading is faster than voice reading
- d) Reading without finger of things as director
- e) The speed of the eye is claimed in reading
- f) Reading with the good understanding

2. Loud reading

Loud reading is to train the students to be able to read with good pronunciation and to say the correct intonation. According to Kasihani, “loud reading is to train the students able to read with good pronunciation or speaking, the aim of loud reading is able to tell good words, phrase, and sentence of English”.²³ In addition According to H. Douglas Brown, “loud reading is the test – taker separate letters, word, and or short sentences and read them loud, one by one, in the presence of an administrator since the easement is reading comprehension, any recognize sable oral approximation of the target response is considered correct”.²⁴

Further, Bambang Setiyadi says:

Oral reading is relatively uncommon in modern language process, this type of reading is still important in improving learners pronunciation. Working in groups

²³ Kasihani K.E. Suyanto, *Op.Cit.*, p. 64.

²⁴ H. Douglas Brown, *Op,Cit*, p. 90.

will make language learners feel confident to pronounce word in foreign accent and practice is really is really recommended in this method, this is really helpful for language learners who are reluctant and say to imitate the teacher expression individually.²⁵

In addition, Henry Guntur Taringan says loud reading is activity to read, using voice and saying the correct intonation, so the listener and reader can get information like thinking, feeling, attitude, or writer's experience.²⁶ It was concluded that loud reading is oral matter, therefore, in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension, for this case, reading text might be chosen which the content and language was easier to understand.

e. Types of reading

There are three types of reading, they are: First is developmental reading, second is functional reading, third is reactional reading.²⁷

1) Developmental reading

- a) Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.
- b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the

²⁵ Ag. Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha ilmu, 2006), p. 67.

²⁶ Henry Guntur Taringan, *Op.Cit.*, p. 22.

²⁷ Albert J. Harris, *Op.Cit.*, p. 35.

author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.²⁸

2) Functional reading

- a) Ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopedia, use of library card files, use of other bibliographic aids.
- b) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to out line.²⁹

3) Reactional reading

- a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interest and tastes through reading.
- b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading.
- c) Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to sect for deeper symbolic messages.³⁰

It can be concluded that there are three types of reading, first is developmental reading, second is functional reading, third is reactional reading.

f. The level of comprehension

Reading with comprehension means reading with understanding. The comprehension of written language involves the knowledge of vocabulary, structure, and then situation in which language used, in other word, comprehension is the combination if knowledge among structure, vocabulary and situation on largely

²⁸ *Ibid.*, p. 35.

²⁹ *Ibid.*, p. 35

³⁰ *Ibid.*, p. 35

comprehension, because the same structure or vocabulary on the combination of them might have the different situation.

Smith in Wayne Otto said that there are four levels of comprehension:

- 1) Literal comprehension
Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little thinking or reasoning.
- 2) Interpretation
Definitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature, so, it is easy to understand content and to differ between origin language and literary language, the reader may make generalization determine clause and affect, identify motives, find relationship, predict ending, and make comparison.
- 3) Critical reading
When individuals read critically they evaluate what they read, that is way, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity of worth.
- 4) Creative reading
Creative reading going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to form new concept or to expend add ones, through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.³¹

It can be concluded that there are four levels comprehension in reading, they were: literal comprehension, interpretation, critical reading, and creative reading. Where, in literal comprehension is little thinking that is needed by reader, because literal is a basic comprehension. Then, in interpretation level, the reader had to identify the idea of text. Further, in critical reading, the reader had to enable to evaluate what they read. The last, in creative reading, the reader have to enable to recombine the author idea to new concept, and creates new idea.

³¹ Wayne Otto, *Op.Cit.*, p. 152-153.

g. Aspect of Reading Comprehension

It is known that, although a reader's background knowledge is important to successful reading comprehension mastery, specific skill knowledge is also important and must be learned by students. Therefore, the reader must know the aspect of reading comprehension. The aspect of reading comprehension consists of the following common elements, they are:

- 1) Comprehension units
The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.
- 2) Processing skills
The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simple form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills and so forth.
- 3) Knowledge base the background knowledge and specific skills knowledge important to understand and evaluate the message in a text (syntax), (semantic), (factual information), (logic), and (schema).
- 4) Strategic knowledge
The meta cognitive strategies for evoking skills and knowledge designed to monitor and check on going comprehension.³²

Based on explanation above, the researcher concluded that reading comprehension have four aspect, so, in aspect reading comprehension, the reader had to prepare the background knowledge and specific skill before they read a book, and reader had to know the strategy in reading, so that they were easy to understand the text.

³² Douglas Carnie, et, al. *Op Cit.*, p. 41.

h. Strategies for Reading Comprehension

Aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability, the micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.³³

Below is the micro and macro skills in reading comprehension:³⁴

Micro skills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. From described events, ideas, infer links and connections between events, deduce cause and effects, and detects, such relations as main idea, supporting idea, new information, generalization, and exemplification.
12. Distinguish between literal and implied meaning.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

³³ Douglas Brown, *Op.Cit.*, p.187-189

³⁴ H. Douglas Brown, *Teaching by Principles* (USA: Longman,1994), p. 290.

14. Develop and use a battery of reading strategies, such as scanning, S-Run, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of text.

Based on the description above, the researcher decided that the indicator of reading comprehension are: ability to state the topic, ability to find the main idea, ability to find out main idea, ability to find out supporting idea, understanding the function of tenses, recognizing grammatical word classes, and ability to grasp the meaning of units of increasing size; phrase, sentence, paragraph, the last, ability to select and understand a sequence of events.

i. Reading Evaluation

After teacher gave the lesson to the students, it is necessary to know how far their ability about the lesson, to know their ability teacher must give test to the students, because testing is as tool to measure, there some techniques to make test, one of them is multiple choice question.

Weir states that:

The test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which correct, The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item. Selecting and setting item are, however subjective process and the decision about which is correct answer is a matter of subjective judgment on the part of the item writer.³⁵

³⁵ Cyril J. Weir, *Communicate Language Testing* (New York: Prentice Hall, 1990), p. 43.

Similarly, Arthur Hughes says “a multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problem enumerated”.³⁶

In conclusion, multiple choice is a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list.

Weir lists advantage and disadvantage of multiple choice test, as below:

The advantage of multiple choice:

1. The marking, as being reliable is simple, more rapid and often more cost effective than other forms of written. The format of the multiple choice test item is such that the intention of the test compiler are clear than candidates know what is required of them.
2. In multiple-choice tests there is almost complete marker reliability. Candidates' marks, unlike those in subjective formats, can not be effected by the personal judge of the marker.
3. In more open-ended formats, example short answer questions, the candidate has to deploy the skill of writing.
4. Because items can be pre-tested fairly easily, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole.

Disadvantage of multiple choice:

1. The scores gained in multiple choice tests, as in true-false test, may be suspect because the candidate has guessed all or some of the answers.
2. There are however a number of problems associated with used of this format.
3. A further objection to the use of multiple choice format is the danger of the format having an undue effect on measurement of the trait.
4. Multiple choice tests take much longer and are more expensive and difficult to prepare than essay test.³⁷

³⁶ Arthur Hunghes, *Testing For Language Teacher* (New York : Cambride University Press, 1989), p.120.

³⁷ Cyril J.Weir, *Op,Cit.*, p.50.

j. The Reading Goals

The main goals of reading are to get and search information include content and meaning of the text.³⁸ Here some goals of reading such as:

- a. Reading is for identifying important information.
- b. Reading is for main ideas.
- c. Reading is for finding the specific information.
- d. Reading is for underlining the important information.
- e. Reading is to classify the difficult word.
- f. Reading is to evaluate.

So, the indicator of reading comprehension which is based of theory of S – RUN are: reading to find the topic of the text, reading to identify important information of the text, reading to identify main idea from the text, reading to find the meaning of underlining word.

2. S-RUN (Survey Read Underline Note Taking)

a. Definition of S-RUN

S-RUN consists of:

Survey : First, survey the chapter. Read the title and the introduction, as well as all headings, charts, diagrams, and graphs.

Read : Now read the section.

Underline : Underline material that explains the section's heading.

³⁸ Henry Guntur Tarigan, *Op. Cit.*, p. 9.

Note taking: After completing the previous steps, take notes on the material.

Summarize the main points of the section.³⁹

Further, Nancy Bailey explains:

The system is divided into four parts. The letters stand for S: Survey, R: Read, U: Underline, N: Notes. First you survey or more accurately skim through chapter. The student is paying attention to the title and important headings. This will give you a basic overview of the chapter. The R means read. After finishing reading you would underline or highlight the important information in each paragraph. The last, you move on to the note taking step. You will go back to the information you underlined and put the information into your own words⁴⁰.

Next, Rona Flip states that Still other spin-off SQ3R were created to help students develop study reading strategies, A) S-RUN(survey, read, underline, notate, Bailey) to emphasize notetaking; B) S-RUN R (survey–read underline notate review, Van blerkom) developed Van Blerkom to combine Bailey’s system with a final review step for studying difficult text material.⁴¹

In addition, Diana L. Van Blerkom also States that:

The SQ3R reading/study system has been adapted by many reading and study skills educators. One variation that may be very useful for college students is the S-RUN (Survey, Read, Underline, Notetaking) reading/study system designed by Nancy Bailey. Bailey’s students were reluctant to use SQ3R because it seemed like too much work; however, they used S-RUN with great success.⁴²

³⁹ Van Blerkom, D.L. *Loc. Cit.*,

⁴⁰ Nancy Bailey, *Loc. Cit.*,

⁴¹ Rona Flip and David Caverly, *Handbook of College Reading and Study Strategy Research* (Francis: Taylor, 2009), p.19.

⁴² ⁴² Dianna L. Van Blerkom, *Orientation to College Learning*, (USA: Wadsworth,2004), p.185.

Next, Blerkom also States in her book:

What is S-RUN? the SQ3R reading / study system has been adapted by many reading and study skills educators, S-RUN was designed by Nancy Baley in 1998 because her students were reluctant to use SQ3R, The S Run-R reading / study system combines Bailey's system with a review step to better meet the need of college students. Because you focus on one headed section at a time, S- RUN should be used on more difficult text material.⁴³

From the quotation above, the researcher knew that S- Run strategy is designed by Nancy Baley in 1988 because Bailey's students were reluctant to use SQ3R, and S-RUN strategy is created to help students develop study reading strategies, Finally, S-RUN strategy got great success in the Bailey' era. Therefore, researcher hoped that had a great success too in using S-RUN strategy.⁴⁴

b. Goal and Objectives S-RUN

There are some goal or advantages of S-RUN strategy in teaching reading comprehension. According to Blerkom, the advantages of the S-RUN Reading/Study System are:

- a) S-RUN provides you with many of the same benefits. As SQ3R. It allows you to read the material in smaller chunks, helps monitor comprehension, and provides you with a great deal of repetition. Unlike SQ3R, S-RUN helps you focus on all of the important information in the section rather than just one answer to one question. S-RUN also increases comprehension, condenses the material, and prepares the text for later review.
- b) Identifies all of the important information. S-RUN is designed to help you identify all of the important information in the headed section rather than one answer to one specific question.

⁴³ Dianna L. Van Blerkom, *Taking Charge Of Your Learning: A Guide to College Success* Boston :Wadsworth/Thomson, 2007), p.119.

⁴⁴ ⁴⁴ Dianna L. Van Blerkom, *Orientation to College Learning* (USA: Wadsworth,2004), p.185.

- c) Increases repetition. You actually get more repetition on the important information with S-RUN than any of the other reading/study systems. You gain a little information during your survey, another repetition as you read the paragraph, another chance to read the material as you highlight it (your eyes do follow your marker, do not they?), another repetition when you go back and read your highlighting before taking notes, another repetition as you write the material in your notes, and at least one more as you review the material. If you then create questions and practice answering them, you will have at least three more. That is up to nine repetitions on the material.
- d) Increases comprehension. S-RUN also dramatically increases comprehension. Working on the material in small chunks gives you an opportunity to understand each concept well before moving on to the next section in the text. You also will increase your comprehension because you're writing the notes in your own words. Finally, S-RUN makes you think about what you are reading. You can not highlight effectively, take notes, write questions, and actively review the material without thinking about what the text material means. Prepares the text for later review. In the process of highlighting the text and taking notes, you are identifying the important information you will have to review for an exam and condensing the material for study. Without highlighting or note taking, you would have to reread the entire chapter again before your exam, which is not a very effective way to use your study time, With a good set of notes to review, you can spend your study time learning the material rather than trying to repeat the process of identifying what you need to learn.⁴⁵

From explanation above, the researcher concluded that the S-RUN strategy had some goal. The first is identifying all of the important information in the headed section, second is increasing comprehension. The last, S-RUN strategy can increase repetition in reading.

⁴⁵ Dianna L. Van Blerkom, *College Study Skills* (USA: Wadsworth, 2009), p. 203

c. S- RUN Procedure

There are some steps in S-RUN strategy that must be applied in teaching reading, or in process of reading. Dianna L. Van Blerkom explains that:

The Four Steps in S-RUN⁴⁶

- 1) Survey. The first step in the S-RUN reading/study system is to survey the entire chapter. Read the title, introduction, headings, subheadings, and summary (and glance at pictures, charts, and graphs). Like P2R and SQ3R, this survey provides a quick overview of the chapter, building background and interest. You should spend only about two (for short chapters) to five minutes (for longer chapters) completing the survey. If it's taking you longer, you are probably reading too much or stopping too long to look at the illustrations.
- 2) Read. Instead of formulating a question before reading a headed section, write the heading on a piece of notebook paper next to the left margin. Just copying the heading helps you pay more attention to it and may help focus your reading. Then read the section as you would any other text material, thinking critically about the material.
- 3) Underline. After you finish reading each paragraph, think about what was important in the paragraph and underline or highlight the important information. Highlighting is more effective than underlining, so feel free to make the change. In the next chapter, you'll learn more about how to choose what to mark. For now, highlight the information you think you would like to review for an exam.
- 4) Notetaking. As soon as you complete all of the highlighting for the first headed section, stop and turn back to your notebook page. Now take notes on the information beginning on the line below the heading. Briefly summarize the highlighted information under the previously written heading. Write the notes using meaningful phrases as you do when taking lecture notes. Do not just copy what you highlighted; try to put the information into your own words. Continue jotting down each heading, reading, underlining (or highlighting), and taking notes for each remaining headed section.

Dianna L. Van Blerkom also states in her books that there are four basic steps to S-RUN: Survey, Read, Underline, Notetake:

⁴⁶ *Ibid.*, p. 204.

- 1) Survey: survey the entire chapter by reading the title, introduction, headings, and summary (Glance at pictures, charts, and graphs).
- 2) Read instead of formulating a question about the heading, copy the heading on note paper next to the margin, then read the headed section as you would any other text material
- 3) Underline after you finish reading each paragraph, think about what was important in the paragraph and underline (highlight) the important information.
- 4) Note take: as soon as you finish highlighting the headed section, stop and turn back to your notebook paper, now take notes on the information you marked.⁴⁷

From the explanation above, researcher concluded that the application of S-RUN in teaching reading consist of four steps, they are: first is survey the entire chapter, second is reading the section as you would any other text material, third is underlining the important information, the last is notetaking on the information that you marked. So, that is the application of S-RUN strategy in teaching reading that researcher might use when he taught reading in the school SMP Negeri 5 Padangsidempuan. S-RUN strategy was the theory that used in this research, this theory have been created by Nancy Baley in 1988.

B. Review of Related Findings

There are some related finding in this research, the first is Hakkul Laila “The effect of interactive strategy on students’ reading comprehension (a study in MAS Daarul Muhsinin Labuhan Batu)”, the concluding of her research was there was a

⁴⁷ Dianna L. Van Blerkom, *Op.Cit.*, p. 120.

significant effect to students' achievement in teaching by using interactive reading strategy on students' achievement to find out mind ideas.⁴⁸

Next, Diana Lumban Tobing in her script: "The Correlation Between Students' Reading Comprehension Competence and Summarizing Text to The Third Year Students of SMA Negeri 1 Sipirok in 2007/2008 Academic Year". She found that the correlation coefficient was 0.47 which is greater than the critical value or at the level of 5%, which is 0.254. Thus, there is positive correlation between students' reading comprehension and summarizing text.⁴⁹

In conclusion, from the description above, the researcher concluded that the method can improve the students' ability in reading comprehension, so, the researcher believed that the S-RUN method can improve the student's ability in reading comprehension.

C. The Conceptual Framework

The successful of reading comprehension depend on many factors. One of them is how the teacher teaches reading to the students. The suitable method is very important to teach reading. Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read

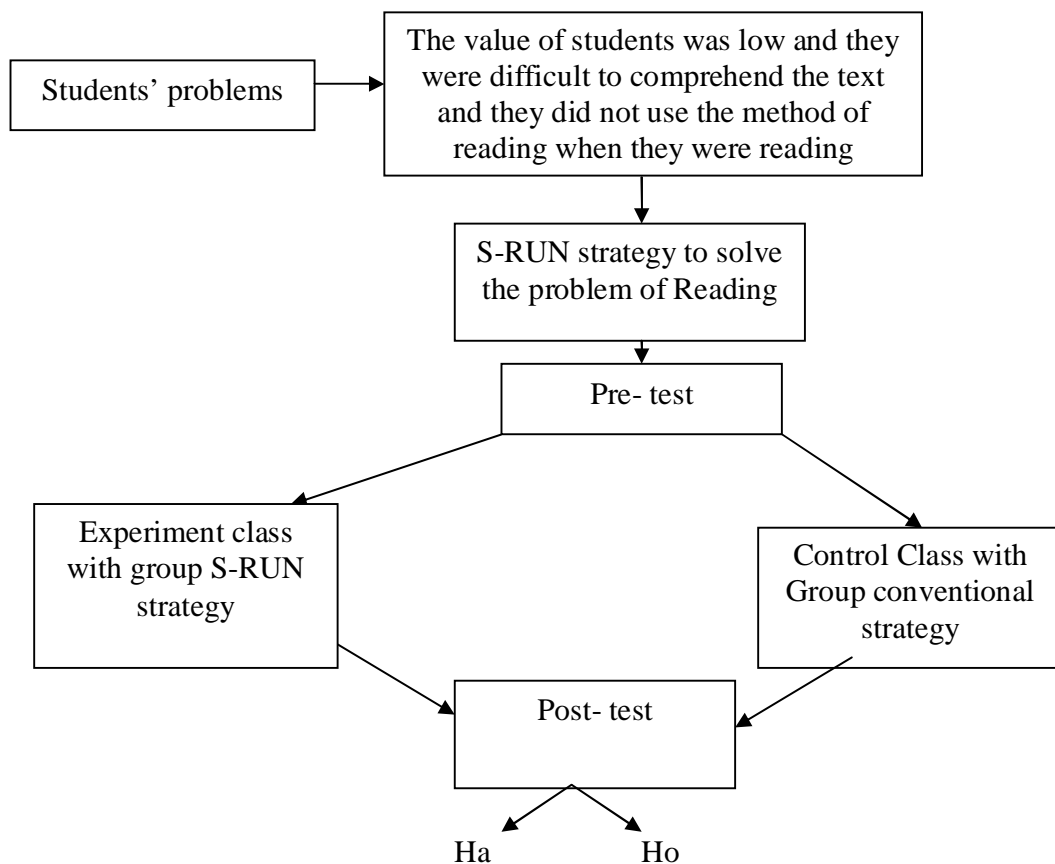
⁴⁸ Hakkul Laila Siregar, The effect of interactive strategy on students' reading comprehension (a study in MAS Daarul Muhsinin Labuhan Batu) (Padangsidempuan : STAIN, 2012)

⁴⁹ Diana Lumban Tobing. The Correlation Between Students' Reading Comprehension Competence and Summarizing Text to The Third Year of SMA Negeri 1 Sipirok in 2007/2008 Academic Year (Padangsidempuan: UMTS, 2007).

in order to find the new idea that given by the writers. The reading can enrich their knowledge and take the knowledge from text to their mind directly.

Therefore , teachers had to use a method when they were teaching reading to their students, especially, when they knew that their students is low in reading comprehension or when they were reading any book, where the method could increase their students ability in reading comprehension, so that their students become understanding the text and the book that they read.

S-Run is a method in reading that can increase comprehension of someone when they are reading. This method has influence in reading, especially in reading comprehension. The Effect of S-RUN method toward reading comprehension can be seen as picture follow:



Picture 1 : The picture about the process of S-RUN strategy

From the pictures above, S-RUN is a method that must be used by the teacher in teaching reading to improve students' reading comprehension. The S-RUN is a method that is coherent for the teacher and students. The teacher must master the techniques of S-RUN, that is why, the teacher must teach reading by using S-RUN.

On the other hand, the teacher has to master many skills, especially reading including (grammar, vocabulary, pronunciation, punctuation). In addition, students must use S-RUN strategy in reading to get reading comprehension and S-RUN strategy gave the important function in reading comprehension.

Based on description above, using S-RUN should be seen as suitable method in teaching reading and to develop understanding of students in reading. S-RUN gave maximum control for teacher to teach reading with large and small classes, to convey the students' interest in reading subject through reading a text and this method can motivate the interest of the students to read English well.

D. Hypothesis

Based on formulation of problem above the hypothesis of the problem was H_a . So, the hypothesis of this research was "There is a significant effect of S-RUN strategy toward students' reading comprehension at SMP Negeri 5 Padangsidempuan".

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Time and Place of Research

This research was taken at SMP N 5 Padangsidempuan, It is located at Padang Matinggi area. This subject of research was at the VIII grade of students at SMP Negeri 5 Padangsidempuan 2012 academic years. The process of research was held from January 2013 up to August 2013.

B. Research Design

The researcher used experimental method in doing this research, “L.R. Gay says, ”Experimental research is the only type of research that can test hypotheses to established cause and effect”.¹ Next, according Creswell, “Experimental research include true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use non randomized.”²

The experimental research was a kind of research which has the aim to know causal effect relationship between one variable or more to other variables. The experimental research controls the selection of participant for the study and divides the select participant in to more groups having similar characteristics at the start of experiment.

¹ L.R.Gay and Peter Airasian, *Education Research* (USA : Merrill, 2000). p.367.

² John W. Creswell, *Research Design*,(USA : Sage Publication, 2002). p. 14.

It meant that to collect the data, two classes are used. They are experiment and control class. The experiment class was the class that taught with S-RUN strategy, While, the control class was the class that taught with using dictionary. The design can figure as follow:

Table 1
Research Design

Class	Pre test	Treatment	Post test
Experiment class	✓	✓	✓
Control class	✓	✗	✓

The researcher have done an experimental research by using S-RUN strategy to know the effect of S-RUN strategy to students' reading comprehension at SMP N 5 Padangsidempuan.

C. Population and Sample

a. The Population

From the topic of this discussion, it been clear that the population of this research was all of the students of SMP Negeri 5 Padangsidempuan, at grade VIII in

2011-2012 academic year, such as Suharsimi Arikunto says, a population is a set (collection) of all elements processing one or more attributes of interest.³

Based on the explanation above, the population of the research was all the students of SMP Negeri 5 at VIII Grade. The population of research consists of 12 classes with 346 students. It can be seen from the table follow:

Table 2
The population the Grade VIII student's SMP N 5 PSP

NO	CLASS	TOTAL
1	VIII -1	26
2	VIII-2	27
3	VIII-3	26
4	VIII-4	35
5	VIII-5	31
6	VIII-6	29
7	VIII-7	26
8	VIII-8	29
9	VIII-9	34
10	VIII-10	27
11	VIII-11	30
12	VIII-12	28
	Total	346

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993). P. 108

b. Sample

As the researcher mentions above, the total number at VIII grade of SMP negeri 5 Padangsidempuan was 346 students. So, all of them as population in this research. Suharsimi Arikunto states, sample is a parts of population which would be researched. Moreover, Suharsimi Arikunto says, if less than 100, it was better to take all of them as the sample, but if the total of population is more than 100 students the sample can be taken about 10-15% Or 20-25%.⁴

According to above quotation, the researcher did not take all of students of SMP negeri 5 Padangsidempuan at Grade VIII, but only 69 students of them (20%) of the population. This percentages taken of population was $20/100 \times 346 = 69$, In this research, the researcher used Cluster sampling. Then, Babbie says in Cresswell, "Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population".⁵ Cluster sampling randomly selects groups, not individuals. The researcher chose 69 students as a sample because sample was appropriated with the table students 2. So that, one class was experimental class and the other was control class. Then, the researcher selected the sample by using cluster sampling. Further, the researcher chose VIII-4 as the experimental class and VIII-9 as the control class. It can be seen from the table below:

⁴ *Ibid.*, p. 109.

⁵ Jhon W. Creswell, Op.cit. P. 157

Table 3
The sample of Research

Experimental class VIII -4	Control class VIII-9
35 Students	34 Students
Total :	69 Students

The total of sample were 69 students.

Therefore, in this sample, researcher chose two classes, either experiment class or control class. The researcher chose this sample based on result when research select sample by using randomly and appropriated with the information that researcher got from the teacher that the two classes have similar competence in English. So, researcher decided to get this class as sample.

D. Instrument of Research

A research must have an instrument because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says, instrument of the research is a tool of facility is used by the researcher in collecting data.⁶ So, the process is easier and better with more careful, complete and systematic.

The instrument of this research was test, it was to test students' reading comprehension. Test is some of questions or views and other tools which were used to measure skills, knowledge, and intelligence ability. The students were asked to answer the entire question, that was multiple choice test.

⁶ *Ibid.*, p.106.

The researcher chose reading comprehension test to take the data. The test consisted of 40 questions, 20 questions for pre test and 20 questions for post test. For pre-test, there was 4 tests for finding the topics of the test, 6 tests for identifying the important information of the text, 5 tests for identifying main idea of the texts, 5 tests for find the meaning of underling word. While for post-test, there was 4 tests for finding the topics of the test, 5 tests for identifying the important information of the text, 6 tests for identifying main idea of the texts, 5 tests for find the meaning of underling word. Then, the test gave to both classes. To find out the scores of the students answer, the research gave 5 score for each item. Thus maximum score of the test is 100.

Further, the indicator of reading comprehension which based of S- RUN strategy has four indicators. The indicators were: students were able to find the topic of the text, students were able to identify main idea of the text, students were able to identify important information needed from the text, students were able to find the meaning of underlining word. So, it can be indicators in reading comprehension.

Table 4
The Indicator Reading Comprehension Text

NO	Indicators Pre-Test	Items	Number of items	Score	Total Score
1	Able to find the topic sentences of the text	4	3,7,16,20	5	20
2	Able to identify important information of the text	6	1,4,8,11,14,17	5	30
3	Able to identify main idea from the text	5	2,5,9,12,18,	5	25
4	Able to find the meaning of underlining word	5	6,10,13,15,29,	5	25
TOTAL		25			100
NO	Indicators Post – Test	Items	Number of items	Score	Total Score
1	Able to find the topic sentences of the text	4	4,12,16,20	5	20
2	Able to identify important information of the text	5	1,5,9,13,17	5	30
3	Able to identify main idea from the text	6	2,6,7,10,14,18	5	25
4	Able to find the meaning of underlining word	5	3,8,11,15,19	5	25
TOTAL		25			100

From the indicator above, the researcher gave the reading test to students either for post test and pre test. The experiment class and the control class were given some materials, which experiment class would be taught by using S-RUN strategy and control group with using dictionary, then, the students were given test based on indicator above.

E. Validity of Instruments

The validity was the most important quality of a test. It was the degree to which a test measures what it is suppose to measure, and consequently, permits appropriated interpretation of tests scores. Suharismi Arikunto states, Validity is the chance which show the level of instrument about measurement something.⁷

In this research, the researcher used the empirical validity. The empirical validity was done by external validity. The external validity is the data has resulted from instrument. It was suitable with information of variable.

To know validity of the test the researcher used the formula as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

Where :

r_{xy} = Koefisien Validity of the test

X = Score for each item test

Y = Score for all item test

N = Number of students.

Examination of validity done by comparing r_{count} with r_{table} of product moment.

With criterion of r_{count} with r_{table} test classified is valid.

⁷ Ibid., p. 166.

In order to found the validity of the test, the researcher used the formula of product moment as below:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \\
 &= \frac{25 \cdot 148 - (11)(327)}{\sqrt{(25 \cdot 11 - 11^2)(25 \cdot 4645 - 327^2)}} \\
 &= \frac{3700 - 3597}{\sqrt{(154)(9196)}} \\
 &= \frac{103}{\sqrt{1416184}} \\
 &= \frac{103}{1190,03} = 0,865 \text{ VALID}
 \end{aligned}$$

The result of testing the validity was 0,865. Actually, researcher have prepared 50 questions, 25 questions for pre test and 25 questions for post test. But after researcher used test validity for twenty five students, and from the table of validity instrument about reading comprehension, it concluded that some items of tests was invalid. So, from 25 questions of pre test, there are five tests invalid. They are 1,4,13,17,19, and twenty test was valid. Then, from 25 questions for post test, there were twenty tests valid and five tests was invalid. They were 1, 8,9,10, and 13.

Therefore, researcher used the valid test either in pre test or post test, because researcher think that was better to did not change the invalid item. So, it could be concluded that the number of test was 40 questions that used in collecting the data, 20 questions for pre test, and 20 questions for post test.

F. Reliability Test

Reliability was the extent to which measuring device was consistent in measuring whatever it measures. It refers to the consistency of measurement that was to how consistent scores or other evaluation results were from one measurement to another. To get the reliability of the test, the Kuder Richardson 21 Formula (KR21) was applied. The formula was applied on the try out test. It tested on the group which was out of control and experimental group, and the totals are 64 samples.

The formula:

$$R = \frac{K}{K-1} \left(\frac{1 - M(k-m)}{KS^2} \right)$$

In Which:

R: Reliability of The Instrument

K: Number of The Test

M: The Mean standard Deviation of The Test Score

The calculation of the reliability of the test can be seen in appendix VI and VII. It was obtained that the reliability of the test was $R = 0,30$ (pre-test) and $R = 0,59$ (post-test), and $M = 11,72$ (pre-test) and $M = 13,08$ (post-test) with $K = 40$. It showed that the test was reliable because the value of the reliability of the test had coefficient correlation based on the theories.

G. The procedures of the research

In collecting data to determine the result of the research, the researcher used some steps. They were:

1. Pre test

The pre test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of the S-Run group and conventional group before the researcher gave treatment. In this case, the researcher used some steps. They were:

- a. The researcher prepared the test 20 item.
- b. The researcher distributed the paper of the test to students of experimental class and control class.
- c. The researcher explain what students do.
- d. Giving time.
- e. The students answered the question.
- f. Collected their paper test to researcher.
- g. The researcher checked the answer of students and found the mean score of control and experimental class.

2. Treatment

After giving the pre test, the students were given treatment. The experimental class received the treatment taught by using S-Run and the control group was taught by the using dictionary method.

3. Post-test

After giving treatment, the researcher conducted a post-test which the different test with the pre-test, and has not been conducted in the previous of the research. This post-test was the final test in the research, especially measuring the treatment, whether was an effect or not. After conducting the post-test, the researcher analyzed the data. And the researcher found out the effect of using S-Run strategy in the experimental class. The researcher has some procedure. There were:

- a. The researcher prepared the test 20 item
- b. The researcher distributed the paper of the test to students of experimental class and control class.
- c. The researcher explain what students do.
- d. Giving time.
- e. The students answered the question.
- f. Collected their paper test to researcher.
- g. The researcher checked the answer of students and found the mean score of control and experimental class.

F. Technique for Data Analysis

The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class. The data have analyzed by using t-test.⁸ As formula below:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

- T : The value which the statistical significance
- M₁ : The average score of the experimental class
- M₂ : The average score of the control class
- X₁² : Deviation of the experimental class
- X₂² : Deviation of the control class
- n₁ : Number of experimental
- n₂ : Number of control

⁸ *Ibid.*,p. 275.

Table 5

The Table coefficient Effect of interpretation

Coefficient interval	Effect level
0.00 – 0.02	Very low
0.20 – 0.40	Low
0.40 – 0.70	Enough
0.70 – 0.90	High
0.90 – 1.00	Very high

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of Data

The description of data was done by calculating the data, in order to evaluate the effect of S-Run strategy in reading comprehension, the researcher has calculated the data by using pre-test and post test. Applying quantitative analysis, the researcher used the formulation of T-test. Next, the researcher described the data as follow:

1. Students' Reading Comprehension in pre test

a) Pre-test Experimental Class

In pre-test in experimental class, the researcher calculated the result that got by the students in answering the question (test) at the experimental class. The scores post- test experimental class can be seen in the following table:

Table 6
The score of Pre-test in Experimental group

No	Students' Initial Names	Pre- test
1	AFD	70
2	ANT	65
3	ABD	75
4	CHA	65
5	DOL	70
6	DON	65
7	ELL	60
8	FAT	70
9	HER	60
10	HUN	75
11	IRM	70
12	ISM	65
13	JUL	70
14	LEN	55

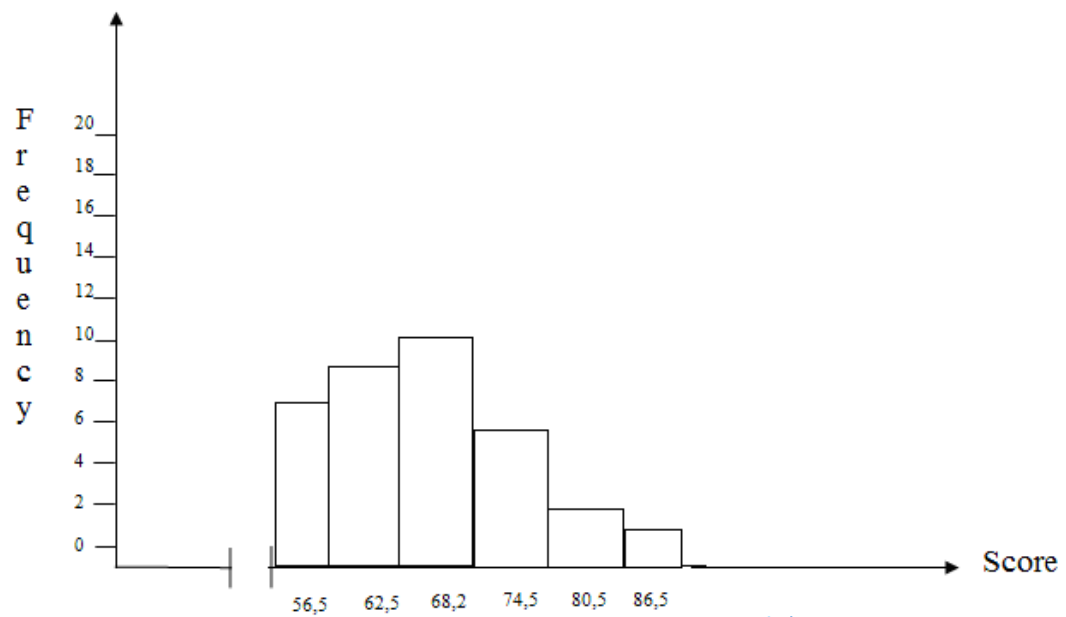
15	MAR	60
16	MOR	70
17	NIG	65
18	NOR	75
19	RAJ	60
20	RAS	70
21	RAG	65
22	RAF	70
23	RSM	85
24	RIR	70
25	STM	85
25	SIK	75
27	SUR	65
28	SEF	60
29	SAL	60
30	VEB	70
31	VIN	65
32	YUS	80
33	YUL	75
34	WIR	75
Total		2335
Mean		66.55
Mode		70
Median		67.5
Min. score		55
Max. score		85

Based on the table above the total of score in experimental group was 2335, mean was 66.55 mode was 70, median was 67.5. The mean was category enough based to the table interpretation in chapter III. The researcher got the highest score was 85, and the lowest score is 55. Next, the calculation of how to get it, it can be seen in the appendix VIII. Then, the computed of the frequency distribution of the students' score of group can be applied in the table frequency distribution as follows:

Table 7
The frequency distribution of students' score in Experimental Group

No	Interval	Median	Frequency	Percentages
1	55- 60	56.5	7	20%
2	61-66	62.5	9	26%
3	67-72	68.2	10	30%
4	73-78	74.5	5	14%
5	79-84	80.5	2	7%
6	85-90	86.5	1	3%
Total			34	100%

Based on the table above, it can be drawn at histogram as below:



Picture 2 : Histogram of students' score of pre- test experimental class.

From the histogram above, it can be seen that more students get 68.5, it is 30%.

b) Pre test Control Class

In pre-test in control class, the researcher calculated the result that got by the students in answering the question (test) at the experimental class. The scores post- test experimental class can be seen in the following table:

Table 8
The score of Pre-test in Control Group

No	Students' Initial Names	Pre- test
1	ABD	75
2	AND	70
3	ALS	65
4	ALM	75
5	ANZ	75
6	AYM	65
7	AZP	70
8	FAT	70
9	FEB	75
10	FER	70
11	HEM	65
12	HNR	65
13	HER	70
14	KUR	60
15	JUW	65
16	LAN	75
17	LAS	80
18	LAH	60
19	LUS	65
20	MOR	70
21	MUZ	65
22	NOD	80
23	NOJ	85
24	NRL	70
25	NSH	80
25	SEF	60
27	SUK	85
28	SKR	70
29	SUD	60

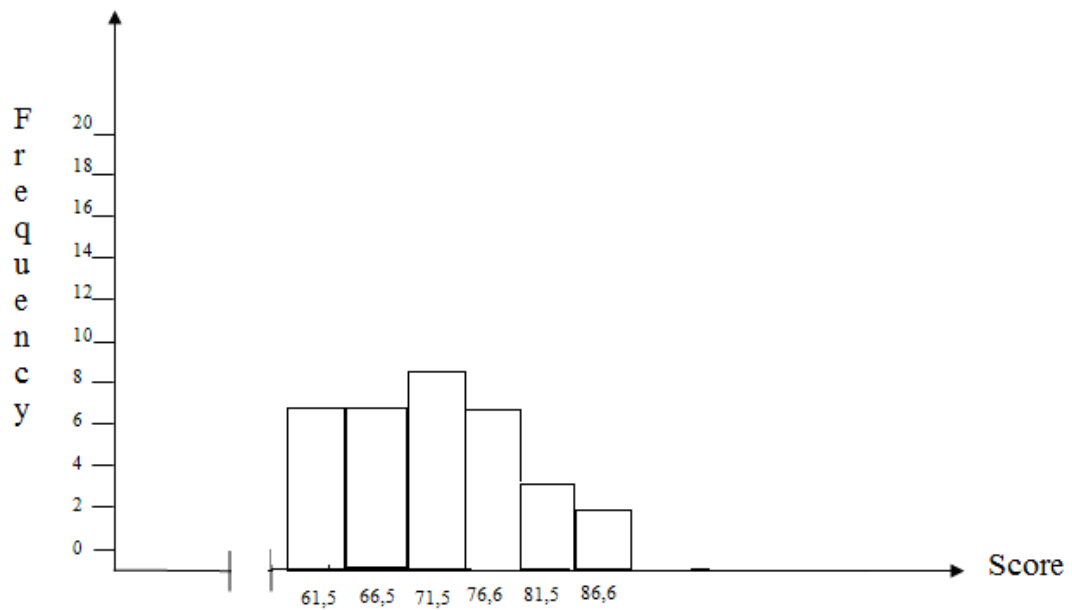
30	SRD	60
31	TUR	75
32	THR	60
33	TIF	75
34	VIN	70
35	WRD	60
Total		2440
Mean		71.21
Mode		75
Median		71
Min. score		60
Max. score		85

Based on the table above the total of score in experimental group was 2440, mean was 71.21 mode was 75, median was 71. The mean was category enough based to the table interpretation in chapter III. The researcher got the highest score was 85, and the lowest score is 60. Next, the calculation of how to get it, it can be seen in the appendix VIII. Then, the computed of the frequency distribution of the students' score of group can be applied in the table frequency distribution as follows:

Table 9
The frequency distribution of students' score in Experimental Group

No	Interval	Median	Frequency	Percentages
1	60-64	61.5	7	20%
2	65-69	66.5	7	20%
3	70-74	71.5	9	30%
4	75-79	76.5	7	20%
5	80-84	81.5	3	7 %
6	85-89	86.5	2	3 %
Total			34	100%

Based on the table above, it can be drawn at histogram as below:



Picture 3 : Histogram of students' score of pre- test experimental class.

From the histogram above, it can be seen that more students get 71.5, it is 30%.

From the table Experimental and Control group above, the researcher concluded that the students' ability before using S-Run strategy was enough. It was unimproved by the total score of Experimental Group 2335 and Control Group was 2440. So, the different between means score pre test and post test is not so far.

2. Students' Reading Comprehension in post-test

a) The post - test experimental class

In post- test in experimental class, the researcher calculated the result that got by the students in answering the question (test) at the experimental class. The scores post- test experimental class can be seen in the following table:

Table 10
The score of Post-test in experimental group

No	Students' Initial Names	Post- test
1	AFD	75
2	ANT	75
3	ABD	80
4	CHA	85
5	DOL	80
6	DON	80
7	ELL	75
8	FAT	90
9	HER	95
10	HUN	75
11	IRM	80
12	ISM	80
13	JUL	90
14	LEN	75
15	MAR	85
16	MOR	75
17	NIG	70
18	NOR	80
19	RAJ	75
20	RAS	75
21	RAG	80
22	RAF	80
23	RSM	85
24	RIR	90

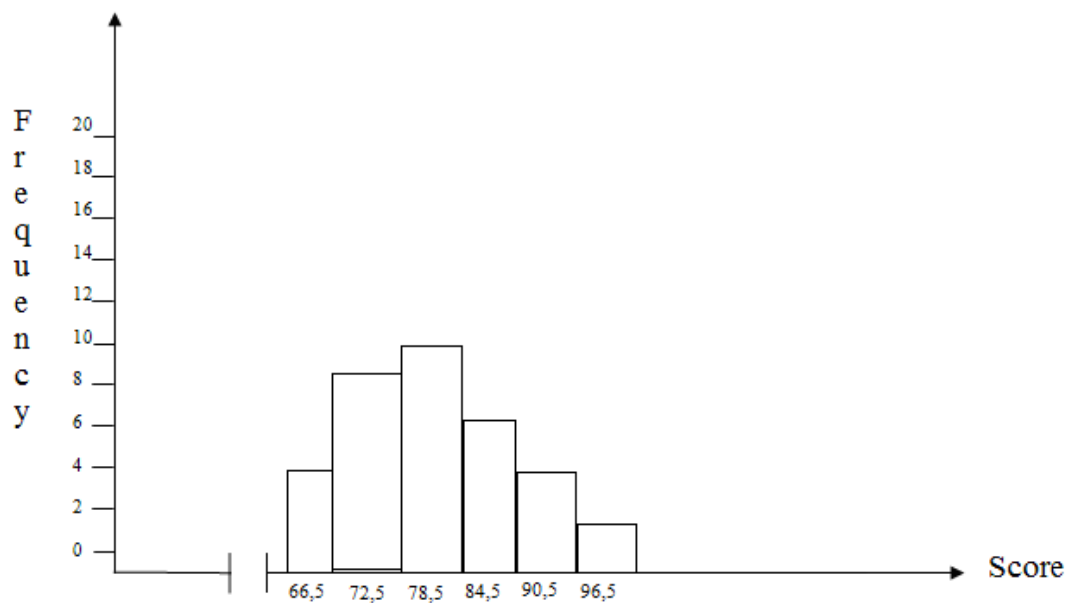
25	STM	75
25	SIK	75
27	SUR	70
28	SEF	70
29	SAL	65
30	VEB	80
31	VIN	85
32	YUS	90
33	YUL	85
34	WIR	80
Total		2705
Mean		78.48
Mode		85
Median		80.5
Min. score		65
Max. score		95

Based on the table above the total of score in experimental group was 2705, mean was 78.48, mode was 85, median was 80.5. The mean was category high and increasing based to the table interpretation in chapter III. The researcher got the highest score was 95, and the lowest score is 65. Next, the calculation of how to get it, it can be seen in the appendix VIII. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 12
The frequency distribution of students' score in Experimental Group

No	Interval	Median	Frequency	Percentages
1	65-70	66.5	4	11%
2	71-76	72.5	9	26%
3	77-82	78.5	10	29%
4	83-88	84.5	6	17%
5	89-94	90.5	4	11%
6	95-100	96.5	1	6
Total			34	100%

Based on the table above, it can be drawn at histogram as below:



Picture 4 : Histogram of students' score of Experimental group

From the histogram above, it can be seen that more students get 78.5, it is 29%.

b) The post-test of Control Group

In post- test in experimental class, the researcher calculated the result that got by the students in answering the question (test) at the experimental class. The scores post- test experimental class can be seen in the following table:

Table 13
The score of Post-Test in Control Group

No	Students' Initial Names	Pre- test
1	ABD	75
2	AND	70
3	ALS	60
4	ALM	70
5	ANZ	70
6	AYM	70
7	AZP	65
8	FAT	75
9	FEB	65
10	FER	65
11	HEM	60
12	HNR	70
13	HER	70
14	KUR	75
15	JUW	60
16	LAN	75
17	LAS	70
18	LAH	75
19	LUS	65
20	MOR	60
21	MUZ	70
22	NOD	75
23	NOJ	80
24	NRL	75
25	NSH	80
25	SEF	85
27	SUK	75
28	SKR	75

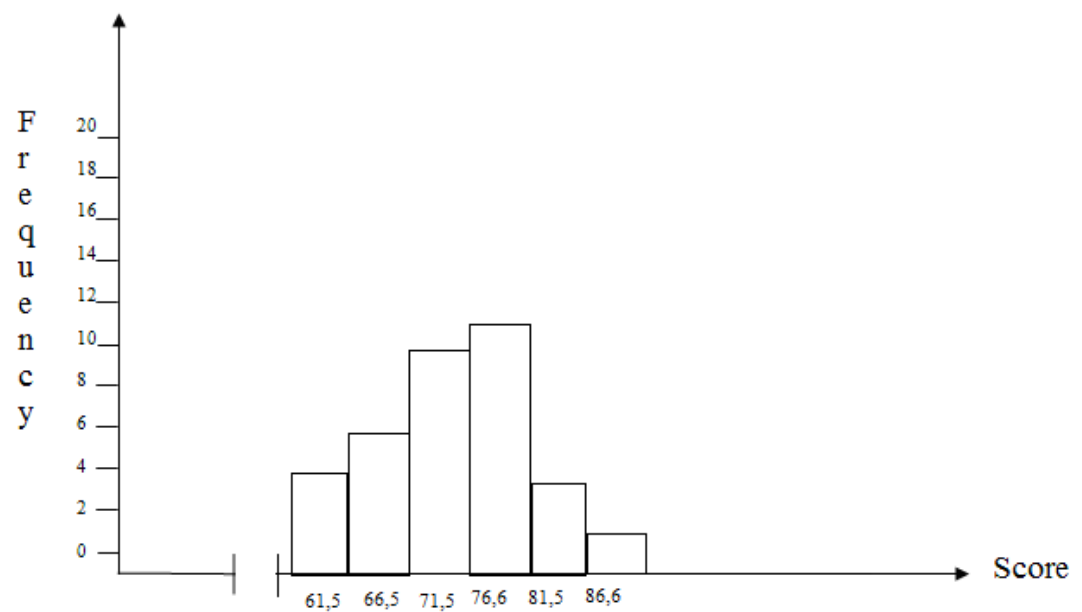
29	SUD	70
30	SRD	65
31	TUR	70
32	THR	75
33	TIF	80
34	VIN	75
35	WRD	70
Total		2485
Mean		72.35
Mode		75
Median		70.25
Min. score		60
Max. score		85

Based on the table above the total of score in experimental group was 1529, mean was 72.35, mode was 75, median was 70.25, the lowest score was 60, and the highest score was 80. The mean was category still enough or no increasing based to the table interpretation in chapter III. Next, the calculation of how to get it can be seen in the appendix VIII. The computed of the frequency distribution of the student's score in post test can be applied in to table frequency distribution as follows:

Table 14
The frequency distribution of students' score in control group

No	Interval	Median	Frequency	Percentages
1	60-64	61.5	4	11%
2	65-69	66.5	6	17%
3	70-74	71.5	10	28%
4	75-79	76.5	11	31%
5	80-84	81.5	3	8%
6	85-89	86.5	1	5%
Total			35	100%

Based on the data above, it can be drawn at histogram as below:



Picture 5 : Histogram of students' score of control group

From the histogram above, it can be seen that more students get 76.6, it is 31%.

Next, from calculation above the researcher concluded the students' ability in reading after teaching by using S-RUN strategy increase slowly. It can be seen from the mean score of experimental group was bigger than control group ($27.02 > 24.85$).

B. Hypothesis Testing

The hypothesis of research was “There was a significant effect of S-RUN strategy in reading comprehension to students’ reading comprehension”. Based on the data collected, the data will be analyzed to prove hypothesis by using formula of T-test. The steps was started. It can be seen as follow:

The Steps of Data Analysis:

There were many steps to analysis data, they were:

- a) The first steps to find average score each group.
- The average score of experimental group.

$$\begin{aligned} M_1 &= \frac{Y_1^2}{Y_1} \\ &= \frac{6150}{380} \\ &= 16.18 \end{aligned}$$

- The average score of control group.

$$\begin{aligned} M_1 &= \frac{Y_2^2}{Y_2} \\ &= \frac{1025}{45} \\ &= 22.77 \end{aligned}$$

The second step, to find deviation score each group

- The deviation score of experimental group

$$\begin{aligned}\Sigma_{x_1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\ &= 6150 - \frac{(380)^2}{34} \\ &= 6150 - \frac{1444400}{34} \\ &= 6150 - 4247.05 \\ &= 1902.95\end{aligned}$$

- The deviation score of control group

$$\begin{aligned}\Sigma_{x_2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\ &= 1025 - \frac{(45)^2}{35} \\ &= 1025 - \frac{2025}{35} \\ &= 1025 - 57.85 \\ &= 967.15\end{aligned}$$

b) The third step, to use the formulation of T-test

Table 15

List of Score

No	Symbol	Score
1.	M_1	16.18
2.	M_2	22.77
3.	X_1^2	1902.95
4.	X_2^2	967.19
5.	n_1	34
6.	n_2	35

$$\begin{aligned}
 Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{16.18 - 22.77}{\sqrt{\left(\frac{1902.95 + 967.19}{34 + 35 - 2}\right)\left(\frac{1}{34} + \frac{1}{35}\right)}} \\
 &= \frac{-6.59}{\sqrt{\left(\frac{2870.14}{67}\right)\left(\frac{2}{34}\right)}} \\
 &= \frac{-6.59}{\sqrt{42.83\left(\frac{2}{34}\right)}}
 \end{aligned}$$

$$= \frac{-6.59}{\sqrt{\frac{85.66}{34}}} = \frac{-6.59}{\sqrt{2.51}}$$

$$= \frac{-6.59}{2.51}$$

$$t_0 = -2,62$$

$$t_s = 5 \% = 2.00$$

$$1 \% = 1.67$$

$$df = (n_1 + n_2 - 2) = 34 + 35 - 2 = 67.$$

Thus, the score of classing using S-Run Strategy was better than class without using S-Run strategy. The result of the group using S-Run strategy (post-test of experiment class) was (2705) and the result of the class that using dictionary method (post test of control class) was (2485) so $2705 > 2485$. The obtained statistical result t_0 was -2.62 and degree of freedom (df) = 67. The result of ts significant 0.05 = 2.00 and tt 0.01 = 1.67 to = - 2.62 or ($2.62 < 2.00 < 1.67$). So that, from the calculation above, it was concluded that the result of experimental is significant, next S-RUN strategy has an effect to students reading comprehension at SMP N 5. So, the hypothesis was accepted.

Next, to know the categorize how far the effect of S-RUN strategy to students' reading comprehension, it would be interpreted from the table below:

Table 16

The Table coefficient Effect of interpretation

Coefficient interval	Effect level
0.00 – 0.02	Very low
0.20 – 0.40	Low
0.40 – 0.70	Enough
0.70 – 0.09	High
0.09 – 1.00	Very high

To know the effect of S-RUN strategy to students' reading comprehension, to minimized ts ($2.62 - 2.00 = 0.62$). The effect of S-RUN strategy to students' Reading comprehension categorized in low. Concerning the result t- test above, it shown that S-RUN strategy can improve students' reading comprehension. It concluded that hypothesis of this study was accepted.

C. Discussion

Based on Nancy Baley said about S-Run strategy that could made students' more comprehension in reading. The researcher has done the research and found that the students' reading comprehension was low before using S-RUN strategy. After doing the observation, researcher found the problem. Researcher found that many problems to comprehend reading text. They were students did not have many

vocabularies, students are not be able in structure and grammar and teacher did not use strategy of reading when teacher thought reading. Therefore, the students did not comprehend the text when they are reading. It was because strategy that used in teaching reading was boring, because teacher only used dictionary in teaching reading, so that students' motivation in learning English especially in reading was low. From the problem, researcher tried to give the treatment applying S-RUN strategy. The result of the treatment to students' reading comprehension was increase. It means S-RUN strategy was suitable to improve students' reading comprehension, especially in reading a text book for eleventh grade students.

Van Blerkom stated that S-RUN strategy can increase students' reading comprehension¹. Therefore, the researcher had proved it, where the result of students' reading comprehension after using S-RUN strategy higher than using dictionary method. It can be seen from the score post test of using S-RUN strategy was 2705, while the score post test of using dictionary method was 2485. So, the hypothesis was accepted. Finally, there was an effect of S-Run strategy on students' reading comprehension.

Thus, it can be stated that using S-Run strategy could increase the students' reading comprehension.

¹ Dianna L. Van Blerkom, *Op.Cit.*, p. 120.

D. Threats of the Research

The researcher as former in doing this research has many weakness. It was caused by many aspects. In this case the researcher stated many researchers' limited, they were:

1. The processing the data, may be had simple one, so that is why the result was not good as the expert done, and far from being the perfect, because of the limit of the writer.
2. The researcher was lack of knowledge.
3. The students needed more time for working pre-test and post-test. They were shy to do instruction from the researcher.
4. The limited of English books (especially reading book) in the campus.
5. The limited of the instrument of research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the hypothesis of this research, it concluded that there was an effect of S-RUN strategy on students' reading comprehension. It was shown on the t observed is higher than t table ($2.62 > 2.00$). So, the hypothesis was accepted

B. Suggestion

Based on the conclusion and implication of this research that have mentioned above. The researcher wants to give some suggestion as follows ;

1. To the English teacher should applying S-RUN strategy in teaching reading. Especially, the teacher of SMP Negeri 5 Padangsidimpuan.
2. To the students of English section at STAIN Padangsidimpuan should have to use S-RUN strategy in reading a book, either English' book or another book.
3. For all the students were hope to be more active in the next teaching and learning especially in using S-RUN strategy to build up students' reading comprehension .
4. To the chief of the English section at STAIN Padangsidimpuan to repair the curriculum of English subject better. The writer means that English lesson must add of time and matery. Especially reading subject.
5. To other researcher should improve the research about S-RUN strategy dealing with reading skill.

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