



**THE CORRELATION BETWEEN COGNITIVE LEARNING STRATEGIES
AND STUDENTS' READING COMPREHENSION
AT THE SEVENTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT
IAIN PADANGSIDIMPUAN**

A THESIS

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

Written by:

ADLIN SAFRIADI
Reg. Num. 13 340 0038

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017



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To :
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Assalamu'alaikumWr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **ADLIN SAFRIADI**, entitled "**The Corelation Between Cognitive Learning Strategy and Students' Reading Comprehension at The Seventh Semester of English Education Department IAIN Padangsidempuan**". we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan

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

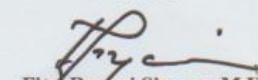
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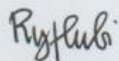


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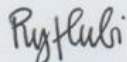
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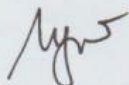
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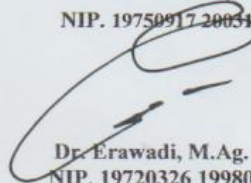
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Thesis : THE CORRELATION BETWEEN COGNITIVE
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READING COMPREHENSION AT SEVENTH
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The Thesis has been accepted as a partial fulfillment of the
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ABSTRACT

This research discussed about the correlation between cognitive learning strategy and students' reading comprehension. The problems of this research were student do not enough vocabulary, they are lack of concentration when they read, and the last, most of them did not understand the text that they read and they do not have good strategy in reading, so they got stress and felt tired in reading comprehension. The aim of this research was to know is there significant correlation between cognitive learning strategy and students' reading comprehension at seventh semester of English Department students in IAIN Padangsidimpun.

This research was designed by quantitative approach in correlational type. The population of this research were allseventh semester students of English Department in IAIN Padangsidimpun. Then, the sample of the research 37 person from population, taken with random sampling by lottery. To collect the data, researcher used test (multiple choice) for reading comprehension and questionnaire to know students' cognitive learning strategy. To analyze the data, the researcher used t_{test} to test hypothesis.

Based on the result of the research, the researcher showed the description of the data, and it found that the result calculating which was gotten the value of the correlation product moment r_{xy} between variable x and y was -0.168. It means the correlation between cognitive learning strategy and students' reading comprehension are in negative correlation. The correlation is negative correlation in the level of very low correlation. Next, for testing hypothesis it is known by the result of t_{test} . The result of t_{test} is -0.979, if it is compared with t_{table} , it is seen that $t_{test/count}$ is smaller than t_{table} ($t_{count} = - 0.979 < t_{table} 2704$) in the significance 0.05. Based on the result, it is known that the null hypothesis is accepted and alternative hypothesis is rejected. It means that there is not significant correlation between cognitive learning strategy and students' reading comprehension descriptive text seventh semester of English Department IAIN Padangsidimpun.

Keywords: *Language learning strategy, cognitive strategy, and reading comprehension*

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This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 30 October 2017

ADLIN SAFRIADI
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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is one of the fourth important language skills for educational purpose or everyday life demands. Another skills are writing, listening and speaking. In this sense the researcher especially discusses about reading because it can cover the three other skills. Reading is one the important skills that should be mastered of an English learners.

As known the first time that Allah said human for reading, it has been showed in surah Al-‘Alaq which mean : “1. Proclaim (or read) un the name of Allah, the Lord and cherisher who created, 2. Created man, out of a (mere) clot of congealed blood, 3. Proclaim ! And the Lord is most bountiful, 4. He who taught (the use of) the pen, 5. Taught man that which he knew not”.¹ According to this Al-Alaq 1-5, thos ayat have described to human how important is reading in human’s life, until Allah orders them to read, it is caused by reading act human can comprehend something. Human will comprehend that there is creature of nature, who is Allah SWT. So, from the reading human will know their creature.

Reading is one-way to get and add knowledge. It is done by reading a book, journal, newspaper, magazine, tabloids, manual, even pamphlet then. Reading is

¹.Mushaf Al Madinah and Nabawiyah, “ *The Holy Qur’an English Translation of the Meaning and Commentar*”, (Madinah Munawwaroh: King Fadly Holy Qur’an Printing Complex), page. 1980-1981

away to get successful because by reading can improve or develop mind, thinking, ability to be go ahead, run fast, and also more active knowledge, Islamic history and the past time that given science to be good human and given the best for religions. Reading is also making the good one in mind, make brain to be fresh and grow up with remembering, analyzing, synthesizing information. Because of brain giving the best effect after reading.

Reading is one of language skill which should be mastered by students. It is one of the ways to improve general skills. Students can learn thinking in English if they are accustomed to read English book. They will get more information in English to increase their knowledge because of book is a window to the world. Besides, it can increase English vocabulary, find out about new ideas. Facts, and experiences that support writing, listening, and speaking skill. Thus, reading is one of the keys to mastery English.

However, reading is a common problem of students. Students often get difficulty in reading process. It is based on the interview some students in TBI-2 at the seventh semester of IAIN Padangsidempuan, some of them are Wirda Hasanah, Wirdatul fuadi, and Nurlainun said that they have problems in reading. Firstly, they have lack about vocabulary mastery. Vocabulary as one of the elements of language is important of studying, without having enough vocabulary mastery the ability for reading comprehension can not be established. Second, they are lack of concentration when they read. It makes them can not find the idea of the text. The last, most of them do not understand the text that they read and they

do not have good strategy in reading, got stress and tired in reading comprehension.²So, the students can not comprehend the text well. That is why finally, most of students were failed in understanding the text.

To make students comprehend the text, there are some strategies that can be used to improve reading comprehension mastery. The strategies can be memory strategy, metacognitive strategy, social strategy, compensation strategy, affective strategy, and cognitive strategy. Researcher will focus on using cognitive strategy.

Actually cognitive strategy are essential in learning a new language. Such strategies are a varied lot, ranging from repeating, to analyzing expressions, to summarizing. With all their variety, cognitive strategies are unified by a common function : manipulation or transformation of the target language by the learner.

It is supposed the research of Anne Ratna, cognitive reading strategies explain the function of each cognitive reading strategy. Then, not only cognitive reading strategies but also other strategies considered good reading strategies because those good reading strategies can help students to grasp the understanding of the text they read. There are three cognitive reading strategies considered the most helpful to be developed by the university students especially in answering questions in reading comprehension test successfully. First, elaboration strategy is the most helpful strategy to use dealing with reading comprehension, understanding what implies in the text or inferring from the text, identifying the tone of the

² Wirda Hasanah , and friends , students of TBI-2, *Private Interview*, Padangsisimpuan, March 13th 2017, time: 04.00 P.M

passage, and analyzing the author's purpose. Second, deduction strategy is the most helpful strategy to use dealing with identifying the topic or the main idea of the passage, and predicting the preceding paragraph. Third, guessing the meaning from context, which belongs to elaboration strategy, indeed is the most helpful strategy to use dealing with guessing the unknown word.³ The students need to know in what circumstance they should use the strategies.

Based on the discussion above, it is known that the students learning strategies can help students in their reading skill. Then, it is important for students to recognize learning strategies to correlate students reading skill. This study find out the significances correlation on reading skill based on students' learning strategies.

B. Identification of Problem

Based on the background above, the researcher identified problems of students' reading comprehension. They do not have enough vocabulary. They are lack of concentration when they read, most of them do not understand the text that they read and the last they do not have good learning strategies in reading, so they get stress and tired in reading comprehension.

³ Anne Ratna S, "The Use of Cognitive Reading Strategies to Enhance EFL Students' Reading Comprehension", *International Journal of Education (IJE)*, Vol. 2, No. 1, March 2014, retrieved from <http://airccse.com/ije/papers/2114ije01.pdf> accessed on April 28th 2017 11. a.m

C. Limitation of the Problems

The researcher limited the problems on the students' learning strategies. As known that learning strategies effect to the students' reading comprehension. There are many learning strategies, meanwhile in this research, the researcher limited it on cognitive strategy in the relationship to students' reading comprehension descriptive on text seventh semester of English Education Department IAIN Padangsidempuan.

D. Formulation of the Problem

In conducting the research, the researcher described the formulation of the problems as follow:

1. How is the students' cognitive learning strategy at the seventh semester of English Education Department students IAIN Padangsidempuan?
2. How is the students' Reading Comprehension at the seventh semester of English Education Department students IAIN Padangsidempuan?
3. Is there significant Correlation Between Cognitive Learning Strategy and students' Reading Comprehension at the seventh semester of English Education Department students IAIN Padangsidempuan ?

E. Definition of Operational Variables

The definition of operational variable are stated as below :

1. Cognitive Strategy (Variable X)

Cognitive strategy is an organized internal capability that can help students in the learning process, thinking process, and problem solving, it can control memory and way of thinking in order to occur an effective activity, in which the students have been apply in their learning process.

2. Reading Comprehension (Variable Y)

Reading comprehension is the ability to understand information presented in written form, to interpret-evaluate information from what is read in the descriptive text.

F. Purposes of Research

Based on the formulation of the research above, researcher determined the purpose of the research can be stated as follows:

1. To describe students' cognitive learning strategy at the seventh semester of English Education Department students' IAIN Padangsidimpuan.
2. To describe students' Reading Comprehension at the seventh semester of English Education Department students' IAIN Padangsidimpuan.
3. To examine whether there is significance Correlation Between Cognitive Learning Strategy and students' Reading Comprehension at the seventh semester of English Education Department students IAIN Padangsidimpuan or not.

G. Significances of the Research

This research has significances to the following area:

1. For lecturers, to suggest the students become more active and creative to use strategy in reading comprehension, one of them to use Cognitive Learning Strategy.
2. For educational world, to increase to quality of education especially in English by using appropriate method in teaching English.
3. The other researchers, the result of the research is hoped to help the further researchers who will conduct further research in some topic. This research can give them information about teaching method.

H. Thesis Outline

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

1. Chapter one consisted of introduction, the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the definition operational variables, the purposes of the research, the significances of the research and thesis outline.
2. Chapter two consisted of theoretical description with some sub theory about cognitive strategy, reading comprehension, related findings, conceptual framework and hypothesis

3. Chapter three consisted of methodology of the research, included in: place and time of the research, research design, population and sample, research instrument, instrument validity, technique for collecting data, and technique of analysing data.
4. Chapter four was the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis testing, discussion and the threats of research.
5. Chapter five consisted of conclusion about the result of research and suggestion which is given to students and teacher by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

1. Theoritical Description

1. Description of Cognitive Learning Strategy

1. Definition Learning Strategy

Learning strategy is refer how to students way to prepare them self about thoughts and action before learning toward attainment of their goals. In other word, strategy also as a tool for learners because it can help learners to make them easier to understand and solve some of problems in learning.

Dick and Carey in Hamzah's books states "The learning strategy consists of all components of the learning materials and procedures or stages of learning activities used by teachers in order to help learners achieve certain learning goals"¹. Then in Hamzah books Kozna explains that "The learning strategy can be defined as any activity that is chosen, it wich can provide facilities or assistance to students towards the achievement of specific learning objective"². So, learning strategy is activity consist of components and procedures of

¹ Hamzah. B. Uno. *Model Pembelajaran*, (Jakarta: Bumi Aksara, 2007), p.1

² *Ibid*, p. 1

learning material used by teachers in order to help students' towards the achievement of specific learning objectives.

One commonly used technical definition says that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. This definition while helpful, doesn't fully convey the excitement or richness of learning strategy. It is useful to expand this definition by saying that learning strategy is the specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation.³ So, learning strategy is the specific actions by learner to aid the acquisition, storage, retrieval, and use of information.

From the explain above, the researcher concluded that learning strategy is refer how to students way to prepare them self about thoughts and procedures or stages of learning activities by a students to make learning easier, faster, more enjoyable, more self-directed, more effective in learning.

2. Kinds of Learning Strategies

Learning strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six

³ Rebecca. L. Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1990), p.8

strategies (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class).

The first major class, direct strategies for dealing with the new language, is like the performer in a stage play. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps. The performer works closely with the director for the best possible outcome.

The second major strategy class-indirect strategies for general management of learning can be likened to the director of the play. This class is made up of metacognitive strategies for coordinating the language process, affective strategies for regulating emotions, and social strategies for learning with others. 4 So the first and second major strategy has each function in that strategies.

Based on explanation above, the researcher can be concluded that, learning strategies divided into six strategies they are: memory strategies, cognitive strategies, compensation strategies, metacognitive

4 Rebecca. L. Oxford. *Language Learning Strategy*., p.14-15

strategies, affective strategies, and social strategies. Memory strategy, cognitive strategy, and compensation strategy include into direct strategies but, metacognitive strategy, affective strategy, and social strategy include into indirect strategies.

3. Cognitive Strategies

Cognitive strategies are mental strategies the learner use to make sense of learning. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself.⁵ More, according to Rebecca Oxford, “cognitive strategies are unified by a common function manipulation or transformation of the target language by learner. Cognitive strategies are typically found to be the most popular strategies with language learners.⁶”. It means that cognitive strategy is a manipulation of information from what their read.

Further Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. All of these

⁵ H.Douglas Brown, *Principles of language learning & teaching*, (San Fransisco: Longman, 2007), p.134

⁶ Rebecca. L. Oxford. *Language Learning Strategy*...p. 43

strategies involve deliberate manipulation of language to improve learning.⁷ It means cognitive strategy is strategies involve deliberate manipulation of language to improve students learning about what their read. Example A learner remembers new words by visualising them represented in a memorable or ridiculous situation. This makes it easier and faster to recall these words.

Other Cognitive strategies are useful tools in assisting students with learning problems. The term "cognitive strategies" in its simplest form is the use of the mind to solve a problem or complete a task. According to Rosenshine cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex. Reading comprehension is an area where cognitive strategies are important. A self-questioning strategy can help students understand what they read. Rosenshine states that the act of creating questions does not lead directly to comprehension. Instead, students search the text and combine information as they generate questions then they comprehend what they have read.⁸ It

⁷ Cognitive Strategies, retrieved from <https://www.teachingenglish.org.uk/article/cognitive-strategies>, Accessed on 27 October 2017

⁸ Cognitive Strategies, retrieved from http://www.specialconnections.ku.edu/?q=instruction/cognitive_strategies, Accessed on 27 october 2017

mean cognitive strategy are useful tools to solve a problem students and enable students to perform tasks that are complex.

The use of cognitive strategies can increase the efficiency and confidence with which the learner approaches a learning task, as well as his/her ability to develop a product, retain essential information, or perform a skill. While teaching cognitive strategies requires a high degree of commitment from both the teacher and learner, the results are well worth the effort.⁹ It mean with cognitive strataegy can increase the efficiency and confidence students about their learning.

So, it can be concluded thatcognitive strategy is strategies involve deliberate manipulation or transformation of the language and it can increase the efficiency and confidence students about their learning.

There are some models of cognitive strategy. According to Oxford model of cognitive strategy divided in four sets, they are; practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output.

1. Practicing

⁹ *Ibid*

There are three strategies in practicing in reading, they are; repeating, recognizing and using formula and patterns, and practicing naturalistically.

1. Repeating

Repeating is saying or doing something over and over: reading to something several times; rehearsing; imitating a native speaker. In this strategy, the reader/ student read the same text over and over again until the rate of reading has no errors.

2. Recognizing and Using Formula and Patterns.

Recognizing and Using Formula and Patterns is the strategy where students must use formula, example unanalyzed expressions, while patterns which have at least one slot that can be filled with an alternative word.

3. Practicing Naturalistically

Practicing naturalistically happens when the students or readers Practicing the new language in natural, realistic settings, as in practicing in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language. Try to practice as much as possible in

reading, students practice their reading by read them active and interesting reading books.

4. Receiving and Sending Messages

Two strategies for receiving and sending messages are (a) getting the idea quickly and (b) using resources for receiving and sending messages. The former uses two specific techniques for extracting ideas, while the latter involves using a variety of resources for understanding or producing meaning.

1. Getting the Idea Quickly

Getting idea quickly is strategy to find specific detail in order to help students understand rapidly what they read in the new language. Two techniques constituting this strategy are skimming and scanning. Skimming involves searching for the main ideas the speaker wants to get across, while scanning means searching for specific details of interest to the learner.

2. Using Resources for Receiving and Sending Messages

Using print or nonprint resources to understand incoming messages or produce outgoing messages. To better understand what is read, students printed resources such as dictionaries, words list, etc may be valuable.

3. Analyzing and Reasoning

This set of five strategies concerns logical analysis and reasoning as applied to various target language skills. Often learners can use these strategies to understand the meaning of a new expression or to create a new expression.

1. Reasoning Deductively

Using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific.

Students start with overall statement and then indentifying important thing that support.

2. Analyzing Expressions

Determining the meaning of a new expression by breaking it down into parts; using the meanings of various parts to understand the meaning of the whole expression.

The readers have more time to go back and analyze complicated expressions when reading.

3. Analyzing Contrastively

Comparing elements (sounds, vocabulary, grammar) of the new language with elements of one's own language to determine similarities and differences.

It involves analyzing elements of the new language to determine likeness and difference comparison with one's own native language.

4. Translating

Using the first language as a base for understanding and/ or producing the second language.

Students use their own language as the basic for understanding what they read in the new language.

5. Transferring

Using previously acquired linguistic and/ or conceptual knowledge to facilitate a new language learning task.

Students try for transferring the text to own language to helps students understanding the text.

6. Creating Structure for Input and Output

The following three strategies are ways to create structure, which is necessary for both comprehension and production in the new language.

1. Taking Notes

Taking notes happen when the students writing down the main idea or specific points. This strategy can involve raw notes, or it can comprise a more systematic form of note-taking such as the shopping-list format, the semantic map, or the standard outline form. Students should take notes while reading book to helps students understanding the text.

2. Summarizing

Making a summary or abstract of a longer passage.
Students should make conclusion about what have they read to understanding the text.

3. Highlighting

Using a variety of emphasis technique (such as underlining, starring, or color-coding) to focus on important information in a passage.¹⁰

Students should make sign about important point in the text to helps students get information quickly.

So, there are four models in cognitive strategy that can make and help students to understanding text while reading books. The four models strategies are: Practicing, Receiving and Sending Message, Analyzing and Reasoning, and Creating Structure for Input and Output.

4. Reading Comprehension

1. Definition of Reading Comprehension

¹⁰ Rebecca Oxford, *Language Learning Strategy*, (New York : Newbury house Publisher, 1990), p.71

Reading comprehension is important for the students to become effective reader. Basically, reading comprehension is an ability to understand what the readers read where words have context and texts have meaning.¹¹ It means that reading comprehension not only know what the reader but also understand the text fully.

Goodman in Wayne Otto Says, " reading comprehension is the interaction between through and language and bases evaluation of success in comprehension on the extent to which the reader's reconstruct the message with the researcher's intended message".¹² It means that reading comprehension not only understand the text, but the reader must reconstruc message what the writer grafts in a text.

Base on explanation above, the researcher can be concluded that reading comprehension is how to comprehend a written material that containing some information to find what the readers want to know and also the information they need. Reading and comprehension can not be separated, because readers need comprehension to get the

¹¹ K. M Roehl, *Developing Reading Comprehension Skills in EFL University Level Students*

(St. John's University: Taiwan, 2003), p.177

¹² OttoWayne, *How To Teach Reading*, (America: Addison-Wisely Publishing Company, 1978), p. 151.

information from a text. It means that reading without comprehension is nonsense.

2. Purposes of Reading Comprehension

There are several the purposes of reading comprehension. David Nunan state that book suggest that there seven main purposes for reading:

1. To obtain information for some purpose or because we are curious about some topic
2. To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works)
3. To act in a play, play a game, play a puzzle
4. To keep in touch with friends by correspondence or to understand business letters
5. To know when or where something will take place or what is available
6. To know what is happened (as reported in newspaper, magazine, reports, etc).
7. For enjoyment or excitement.¹³

¹³ David Nunan, *Designing Tasks for the Communicative Classroom* (the United Kingdom: Cambridge University Press, 1989), p.33-34

As the option above, the purpose of reading comprehension is to make the reading easy and fast to find the information in the text what the read. The reader can understand.

1. Principles of Teaching Reading

Principles teaching reading below:

1. Before you read

Speed some time introducing a topic, encouraging skimming, scanning, and activating schemata. Student can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.

2. While you read

Not all reading is simply extensive-global reading. There may be certain facts or rhetorical devices that students should take note of while they read. This gives them a sense of purpose rather than just reading because the teacher ordered it.

3. After you read

Comprehension question are just one form of activity appropriate for post reading. Consider vocabulary study, identifying the author's purpose, discussing the author's line of reason, examining grammatical structures, or steering students toward a follow-up writing exercise.¹⁴

Based on the explanation above, it can be concluded that there are three principle of teaching reading, they are: before you read, while you read, and after you read.

1. Reading Assessments

Assessments require planning and organization. Assessment is a tool to measure how far the students' ability and comprehension of the material, in this case the researcher used descriptive text for measuring students' comprehension. In assessing reading comprehension, there are some indicators stated by O'Malley following:

¹⁴ H Douglas Brown, *Teaching by Principles* (Englewood Cliiffs : San Francisco State University.2003), p. 300.

Table 1
Table of Indicators of Reading Comprehension¹⁵
 No Indicators of Reading Comprehension

- 1 Identifying topic sentence
- 2 Identifying main idea
- 3 Identifying important information
- 4 Identifying vocabulary
- 5 Identifying conclusion

The following will explain the indicators of reading comprehension, they are:

1. Topic Sentence

Every good paragraph has a topic sentence. Topic is what is being talked about. The topic sentence states the main idea of paragraph. It is the one thing a paragraph about, the main idea

¹⁵ J. Michael O' Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.

sentence is also known as the topic sentence.¹⁶ Every sentence in a paragraph in some way discusses or explains this topic.

2. Main idea

A main idea sentence is the most general statement the author makes about the topic or subject of the paragraph. The main idea generally describes or “covers” the details in the paragraph.¹⁷ So, the main idea of paragraph is what the author wants you to know about the topic.

3. Important information

Important information develop the main idea in paragraph. Important information explain about main idea and also give explanation about the topic sentence. Important information can be says as supporting sentence.

4. Vocabulary

Howard Jackson said “Vocabulary is a representative collection of the words that exist in English language”.¹⁸ It means that vocabulary is a collection of English words or it can be another

¹⁶ Thomas G. Gunning, *Reading Comprehension Booster*, (San Francisco: Jossey-Bas, 2010), p. 27.

¹⁷ *Ibid*, p.10.

¹⁸ Howard Jackson, *Words, Meaning and Vocabulary* (London: Casell, 2000)p. 118.

language has a part and to make that collection be easier to find out.

5. Concluding Sentence

Oxford learners pocket says “Conclude is a result of what you have heard or seen.¹⁹ Concluding sentence is stated at the end of the paragraph. It is the conclusion of paragraph. Thus concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

2. Description of Descriptive Text

Descriptive text is a text containing two components, identification and description by which a writer describe a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object or phenomenon to be described. The description describes parts, qualities, and characteristics of the parts of the object.²⁰ It means, concluded that descriptive text is a written text which is telling for describing someone or something and the generic structure of descriptive text are identification that there is in the first paragraph and descriptions that there are in the second paragraph until the last paragraph.

¹⁹Alice Oshima and Ann Hogue, *Writing Academic: A Writing And Sentence Structure Workbook for International Students*, (USA: Addison-Wesley Publishing Company, 1983), p. 8.

²⁰Otong Setiawan Djuharie, *Genre dilengkapi 700 soal ujian pemahaman* Bandung: CV Yrama Widya, 2007, p.25

3. Example of Descriptive Text

For more detail about descriptive text, it can be seen as example below:

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.²¹

4. Review of Related Findings

This research is not the first work that has been done, there were several researchers which had done the same work, firstly, Dini, Hervil Four concluded that the Correlation Between Students' Language Learning Strategies in Reading & Their Reading Comprehension at the Second Year of English Department of the State University of Padang and the Hypotheses can be accepted.²²

²¹ Http :// Understanding text, genra.Com

²² Fourdini, Hervil, et al. "The Correlation Between Students' Language Learning Strategies in Reading & Their Reading Comprehension at the Second Year of English Department of the State University of Padang", journal of English Language Teaching, vol 2, No.2 (2014) retrieved from <http://ejournal.unp.ac.id/index.php/jelt/article/view/3712/> on Tuesday 8th at 09.30 a.m

Second, Nguyen Thi Bich Thuy's research, researcher shown the study is significant because it has provided detailed account of the cognitive strategy employed by participants in their reading comprehension. The research has shown that readers have to employ a wider range of strategies in order to read effective. More immediately, there should be an introduction to English learning strategies in university English syllabus. That means it is necessary to conduct a cognitive strategy training to improve students' reading skills. It is necessary to let students' know the significance of awereness of language learning strategies in order to help them study more effectively.²³

The last, Karlina Fitri Pardede's research, researcher showed the description of data was found that the result of experimentaal class was higher than control class ($79.38 > 55.16$), and the score of t_{count} was bigger than t_{table} ($29.90 > 2.042$). It means that the hypothesis alternative (H_a) was accepted.²⁴

So, this research made by research to complete the researches above. Therefore, the researcher wanted to examine the correlation between

²³ Nguyen Thi Bich Thuy, Cognitive Strategies Used by University Non-English Majored Students in Reading Comprehension : International Journal of Technical Research and Applicationse-ISSN:2320-8163, p. 22 retrieved from *www.ijtra.com Special Issue 15* accessed on 24 September 2017

²⁴ Karlina Putri Pardede, " The Effect Of Pre-Questioning Strategy On Students' Reading Comprehensionachievement At Grade VIII Mts YPKS Padangsidimpuan",(*Unpublished Thesis*),(Padangsidimpuan: IAIN, 2016)

students' cognitive learning strategy with their reading comprehension on description text at the seventh semester of English Education Department in IAIN Padangsidimpuan.

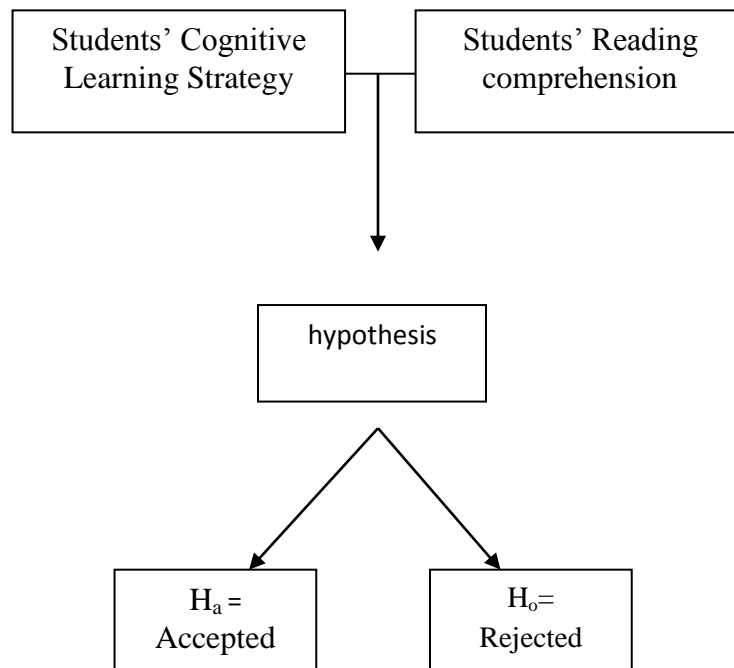
5. Conceptual Framework of Correlation

The successful of reading comprehension depend on many factors. One of them is how the students strategy in reading comprehension. The suitable cognitive learning strategy helps students' in reading. Infact, there are so many students still did not know their learning strategy in reading. So, the researcher tries to search the Correlation cognitive learning strategy to students' reading comprehension.

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. According to Oxford, cognitive strategies defines as strategies used for forming and revising internal mental models and receiving and producing messages in the target language.

In educations, reading comprehension is a process which the reader try to understand about what is read or to know the meaning from the text. For example, readers must be able to draw conclusions, identify main ideas and recognize details from the selection.

So, the researcher concludes that two variable of this research are cognitive learning strategy as independent variable (X) and reading comprehension as dependent variable (Y), the relation of variables may be seen on figure below:



6. Hypotheses

The hypothesis is needed to show the reserchers' thinking expectation about outcomes of the research related to this study. The hypotehsis of thisresearch is:

1. H_a : There is significant correlation between Cognitive learning strategy and students' reading comprehension at the seventh semester of English Education Department IAIN Padangsidimpuan.

2. H_0 : There is no significant correlation between Cognitive learning strategy and students' reading comprehension at the seventh semester of English Education Department IAIN Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was done at IAIN Padangsidempuan. It is located at H.T Rizal Nurdin sub-district of Sihitang, District of South East Padangsidempuan, Municipality of Padangsidempuan, province of North Sumatera, Indonesia. Research has been conducted from April 2017 until October 2017.

B. Research Design

The kind of research was quantitative research with correlation method. In this research, the researcher wanted to make a verification about the correlation between cognitive learning strategy and students' reading comprehension at the seventh semester of English Education Department in IAIN Padangsidempuan.

C. Population and Sample

1. Population

Population is a group of individual or item that share one or more characteristics from which data can be gathered and analyzed. The population of this research was taken from all seventh semester of English Department in IAIN Padangsidempuan in academic 2017-2018. It can be seen in the table below:

Table 2
The Population in Seventh Semester

No.	Class	Total
1.	TBI-1	25
2.	TBI-2	33
3.	TBI-3	32
4	TBI-4	30
Total		120

2. Sample

The sample is part of population which taken as a key source of the data. Sample is presentative whole of population. The research has taken the sample by using random sampling because with using random, the research can get the good result from learners. The researcher find add and even number to take the sample and then choosing add number for sampling this research by using lottery. Suharsimi said that when subject less than 100, sample was taken from all total of subject, while if its amount more than 100, sample was taken by 10% - 15% or 20% - 25% or

more appropriate with the researcher's ability. ¹ Based on the explanation the researcher has taken 30% from population in this research. It can be seen in the table below:

Table 3
Sample in Seventh Semester

No	Class	Total persons	Samples 30% from total person	Rounded
1	TBI-1	25	7.5	8
2	TBI-2	33	9.9	10
2	TBI-3	32	9.6	10
4	TBI-4	30	9	9
JUMLAH		120	36	37

So, the population of the research at all seventh semester of English Department in IAIN Padangsidimpuan is 120. The sample of the research is 37 people from population. 8 people from class TBI-1, 10 people from class TBI-2, 10 people from class TBI-3 and 9 people from class TBI-4 taken by lottery.

D. Instruments of the Research

Instrument of research is a technique or instrument used to collect the data. The data was made with procedures. The instrument is a test for

¹L.R Gay, *Educational Research* (America: Library of Congress Cataloging, 2000), p. 120

students' reading comprehension and questionnaires for cognitive learning strategy.

1) Test

Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability. Margono berkata: seperangkat rangsangan (stimuli) yang diberikan kepada seseorang dengan maksud untuk mendapat jawaban yang dapat dijadikan dasar bagi penetapan skor angka.² Means: Margono stated that, test is a stimulation that is given to someone to get the answer that is can be made as based of score decision. The researcher used multiple choice test to know students reading comprehension descriptive text. The research take 20 questions for students. The researcher has some indicators in reading comprehension test follow:

- a) Students are able to identify generic structure/ characteristic of the text.
- b) Students are able to identify topic sentence of the text.
- c) Students are able to identify the main idea from the text.
- d) Students are able in analyzing vocabulary in context.
- e) Students are able to identify the conclusion / coda of the text.³

This test has been 20 questions and each items is given 5. So, the maximum score of test was 100.

²S. Margono, *Metodology Penelitian Pendidikan*, (Jakarta : PT Rineka Cipta, 2010),p.100

³J. Michael O, Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.

Research used a test to students by using multiple choice test item is usually set out in such a way that the candidate is required to selected the answer from a number of given options. Only one of which is 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.⁴

Table 4
The Indicators Reading Comprehension Test

No	Indicators	Item	Number of Items	Score	Total Score
1	Able to identify generic structure of text	3	13, 14, 19	5	15
2	Able to find the topic of the text	4	1, 3, 5, 9,	5	20
3	Able to identify The important information from the text	5	2, 4, 7, 8, 20	5	25
4	Understanding of Vocabulary	4	10, 11, 16, 18	5	20
5	Able to identify the conclusion	4	6, 12, 15, 17	5	20
	TOTAL	20		25	100

2) Questionnaires

⁴Cyrill J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

To know the knowledge of cognitive learning strategy, the research used questionnaires. The Questionnaire was taken from International Journal of Technical Research and Applications, Cognitive Strategies Used By University Non-English Majored Students in Reading Comprehension. Questionnaires were translated into Bahasa Indonesia in order to make them easier to be understood and to avoid misinterpretation. The Questionnaire consist of 20 items, there are 5 item from Practicing, 3 item from Receiving and sending message, 6 item from Analyzing and reasoning, and 6 item from Creating structure for input and output.⁵

Questionnaires should always have a defined purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used. The indicators of Cognitive Learning Strategy can be seen as table below:⁶

Table 5
The Table Indicators of Cognitive Learning Strategy Instruments

No	Cognitive Learning Strategy	Sub Indicator	Number of Questionnaire	Total of Questionnaire
1.	Practicing	1. Repeating	1,2	5
		2. Recognizing and using formulas and pattern	3, 4	

⁵Nguyen Thi Bich Thuy, Cognitive Strategies Used by University Non-English Majored Students in Reading Comprehension : International Journal of Technical Research and Applicationse-ISSN:2320-8163, p. 22(www.ijtra.com Special Issue 15 accessed on 24 September 2017)

⁶Rebecca. L. Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1990), p.44

		3. Practicing Naturalistically	5	
2	Receiving and sending message	1. Getting the idea quickly	6, 7	3
		2. Using resources for receving and sending messages	8	
3	Analyzing and reasoning	1. Reasoning deductively	9	6
		2. Analyzing expressions	10	
		3. Analyzing constrastively (across language)	11	
		4. Translating	12, 13	
		5. Transferring	14	
4	Creating structure for input and output	1. Taking notes	15, 16	6
		2. Summarizing	17,18	
		3. Highghting	19, 20	
	Total	20		

The questionnaires used was a questionnaire that covered already provided the answer questionnaires so that respondents choose to live. In this case likert scale with four alternative answers in multiple-choice form, namely a, b, c, d and e by using the positive form of the question is to use the types of questions that build the classification. These Questionnaires are given the interpretation for each answer as follows:⁷

For the option A (always) : 5

For the option B (often) : 4

For the option C (sometime) : 3

For the option D (rarely) : 2

⁷Purwanto, *Statistika Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2011), P.48

For the option E (never) :1

E. Technique of Validities Instruments

The validity of a test the extent to which the test measures what was intended to measure validity is the chance which shows the level of instrument about measurement something. Validity to know validity of the test the researcher used the formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

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 to show how far the test can be testing to get the data. With criterion of $r_{count} > r_{table}$ test classified was valid.

It is to reading comprehension that established by the test as the representative which was provided by the researcher. In this research, the researcher had used item validity to find out the validity of instrument.

Item validity is a part of the test as a totally to measure the test by items.

Then, the test consisted of 20 multiple choices.

To examine content of questionnaire and test by using criteria validity.

The item validity of test the researcher analyzed by *product moment formula*. To examine the reliable of instruments the research was taken from Rebecca in Language Learning Strategies book and International Journal of Technical Research and Applications, Cognitive Strategies Used By University Non-English Majored Students in Reading Comprehension.⁸The Questionnaire consist of 20 items, there are 5 item from Practicing, 3 item from Receiving and sending message, 6 item from Analyzing and reasoning, and 6 item from Creating structure for input and output.

F. The Techniques of Data Collection

Collecting data is this research is trough testing. The test was used forgetting the data of students' reading comprehension while the questionnaires was used for getting the data of students' cognitive strategy. The process explained as follows:

The process of collecting data was explained here:

1. The researcher entered to each classrooms of the sample to collected the data (this process was about 2 days)

⁸Nguyen Thi Bich Thuy, Cognitive Strategies Used by University Non-English Majored Students in Reading Comprehension : International Journal of Technical Research and Applicationse- ISSN:2320-8163, p. 22(www.ijtra.com Special Issue 15 accessed on 24 September 2017)

2. The researcher introduced him selfs, explained his aim, asked for sample's permission and give them paper of test and questionnaire in the classroom.
3. The researcher instructed the sample to answer the questions truthfully and honestly.
4. All of the sample to answer the test and questionnaire (this process was about one half hours).
5. The researchers collected the papers back.
6. The researcher said appreciation words to the sample because of their kindness and then the researcher exited from the classroom.
7. The researcher analyzed the data.

G. Technique Of Data Analysis

After collecting the data, the researcher analyzed the data, the technique of data analysis used by quantitative data. In quantitative research the most suitable analysis is using the statistical process and with following steps:

- 1) Identify and total or corrected the answer the subject research from the test.
- 2) Use mean score to identify variable X and Y
 - a) Know the mean score used the formula⁹:

$$(x) = \sum \frac{fixi}{f}$$

⁹Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Bandung: Cipta Pustaka Media, 2014),p.28

The result should be appropriated with the interpretation to the index of means score. The interpretation of the result can be seen in the following table:

Table 6
The Table Interpretation of Mean Score

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail. ¹⁰

- 3) To know correlation between variable X and Y was calculated by applying product moment formula.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}}$$

Where:

r_{xy} : Correlation between variable X and Y

X : Score each item question

Y : Total of score all item question

X^2 : The squared score distribution X

Y^2 : The squared score distribution Y

¹⁰Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan* (Jakarta: Sinarbaru Algesindo, 2002), p. 153.

N : Total of sample.¹¹

The result should be appropriated with the interpretation to the index of product moment of correlation, the interpretation of the result can be seen in the following table: ¹²

Table 7
The Table Interpretation

The value	Degree
Between 0.00-0.199	Very low correlation
Between 0.20- 0.399	Low correlation
Between 0.40-0.599	Significant correlation
Between 0.60- 0.799	High correlation
Between 0.800- 1.000	Very high correlation

- 4) To know the contribution of coefficient correlation between variable X and Y it can be definite the formula determinant correlation:

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

Where:

Kp = determine correlation

r = coefficient correlation¹³

- 5) To examine the significances variable X and Y was calculated by:

$$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

t = result of t-test

n = total of sample

¹¹Anas Sudjiono, *pengantar statistic pendidikan* (Jakarta : PT Raja Grafindo Persada, 2008), p 193.

¹²*Ibid.*

¹³Riduan, *Dasar- dasar statistika*,(Bandung: Alfabeta, 2010). P.56

r_{xy} = coefficient correlation between x and y¹⁴

¹⁴Riduwan, *Belajar mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula*, p. 98.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

To understand this research easily, it was described based on variables.

There are two variables in this research, they are cognitive learning strategy (X) and students' reading comprehension (Y).

1. Students' Cognitive Learning Strategy

Students' cognitive learning strategy got from 20 questionnaires given to the students. The description of their score can be seen on the following table:

Tabel 8
The Result of Students Cognitive Learning Strategy

No	Initial of Sample	Students' Score	Interpretation
1	AN	78	Good
2	AS	66	Enough
3	ASB	78	Good
4	AA	70	Good
5	AW	74	Good
6	AD	72	Good
7	DAL	74	Good
8	DS	75	Good
9	DM	72	Good
10	EK	64	Enough
11	EH	71	Good
12	FKD	65	Enough
13	FN	73	Good
14	GAH	77	Good
15	HM	88	Very Good
16	HL	55	Less
17	IA	78	Good
18	ISS	68	Enough

No	Initial of Sample	Students' Score	Interpretation
19	MA	81	Very Good
20	MPS	63	Enough
21	NT	80	Very Good
22	NTP	82	Very Good
23	NIN	69	Enough
24	NR	71	Good
25	NH	88	Very Good
26	NS	74	Good
27	NY	63	Enough
28	RS	82	Very Good
29	R	60	Enough
30	RN	91	Very Good
31	SD	85	Very Good
32	SA	75	Good
33	TDK	69	Enough
34	TM	70	Good
35	WHD	82	Very Good
36	WH	58	Less
37	YH	63	Enough

In order to get the resume of the variable score students' cognitive learning strategy completely, the researcher presents them in below table:

Table 9
The Resume of the Variables Score Students' Cognitive Learning Strategy

No	Statistic	Variable X
1.	High score	91
2.	Low Score	55
3.	Range	36
4.	Mean score	72.90
5.	Median score	78.2
6.	Modus	86

From the above table, it was known that the high score was 91, low score 55, mean was 72.90, median was 78.2 and modus was 86. Next, the calculation of how to get it can be seen in the appendix 9

By seeing the table above, we also saw students' mean score was in 72.90 it means that seventh semester students' of TBI in cognitive learning strategy was in good predicate. To know revelation of students' cognitive strategy, the researcher provided the data. The data was grouped as follows:

Table 10
The Frequency Distribution of Students' Cognitive Learning Strategy

Interval	Mid Point	Frequency	Percentages
55-60	57.5	3	8.10 %
61-66	63.5	6	16.21 %
67-72	69.5	9	24.32 %
73-78	75.5	10	27.02 %
79-84	81.5	5	13.51 %
85-90	87.5	3	8.10 %
91-96	93.5	1	2.70%
Total		37	100

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

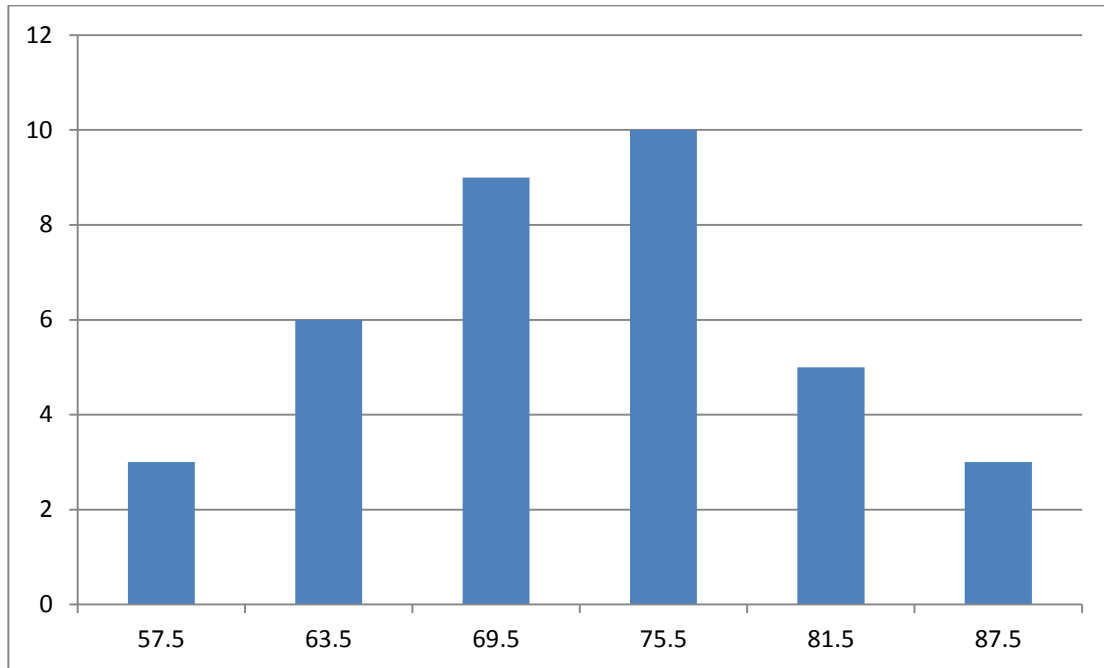


Figure 1 Description Data of Cognitive Learning Strategy

Based on the above table, it was known that the variable revelation of cognitive learning strategy shown that the respondent at interval 55-60 were 3 students (8.10%), interval 61-66 were 6 students (16.21%), interval 67-72 were 9 students (24.32%), interval 73-78 were 10 students (27.02%), and interval 79-84 were 5 students (13.51%), interval 85-90 were student 3 (8.10%), interval 91-96 were 1 (2.70%).

2. Students' Reading Comprehension

Students' reading comprehension got from 20 test given to the students. The description of their score can be seen on the following table:

Table 11
Test Result of Students' Reading Comprehension

No	Initial of Sample	Students' Score	Interpretation
1	AN	65	Enough
2	AS	85	Very Good
3	ASB	50	Less
4	AA	90	Very Good
5	AW	65	Enough
6	AD	40	Fail
7	DAL	60	Enough
8	DS	70	Good
9	DM	70	Good
10	EK	65	Enough
11	EH	50	Less
12	FKD	30	Fail
13	FN	85	Very Good
14	GAH	65	Enough
15	HM	35	Fail
16	HL	40	Fail
17	IA	45	Fail
18	ISS	55	Less
19	MA	60	Enough
20	MPS	70	Good
21	NT	45	Fail
22	NTP	90	Very Good
23	NIN	50	Less
24	NR	90	Very Good
25	NH	70	Good
26	NS	60	Enough
27	NY	60	Enough
28	RS	85	Very Good
29	R	50	Less
30	RN	35	Fail
31	SD	30	Fail

No	Initial of Sample	Students' Score	Interpretation
32	SA	40	Fail
33	TDK	30	Fail
34	TM	100	Very Good
35	WHD	40	Fail
36	WH	95	Very Good
37	YH	55	Less

The resume score of variable students' reading comprehension to all seventh semester of English Department in IAIN Padangsidempuan had been gotten as table below:

Table 12
The Resume of the Variable Score of Reading Comprehension

No	Statistic	Variable Y
1.	High score	100
2.	Low Score	30
3.	Range	70
4.	Mean score	59.82
5.	Median score	61.5
6.	Modus	89.5

From the above table, it was known that the high score was 100, low score 30, mean was 59.82, median was 61.5 and modus was 89.5. Next, the calculation of how to get it can be seen in the appendix 10

Based on the above table calculation means score, it was 59.82 it means that the students in reading comprehension was in good enough predicate. To know revelation of data was done into a group the variable score of reading comprehension which the total classes 6 and interval 12.

Then, the computed of the frequency distribution of the students' score of group can be applied in the table frequency distribution as follows:

Table 13
The Frequency Distribution of Reading comprehension

Interval	Mid Point	Frequency	Percentages
30 – 41	35.5	9	24.32%
42 – 53	47.5	6	16.21%
54 – 65	59.5	10	27.02%
66 – 77	71.5	4	10.81%
78 – 89	83.5	3	8.10%
90 – 101	95.5	5	13.51%
Total		37	100%

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

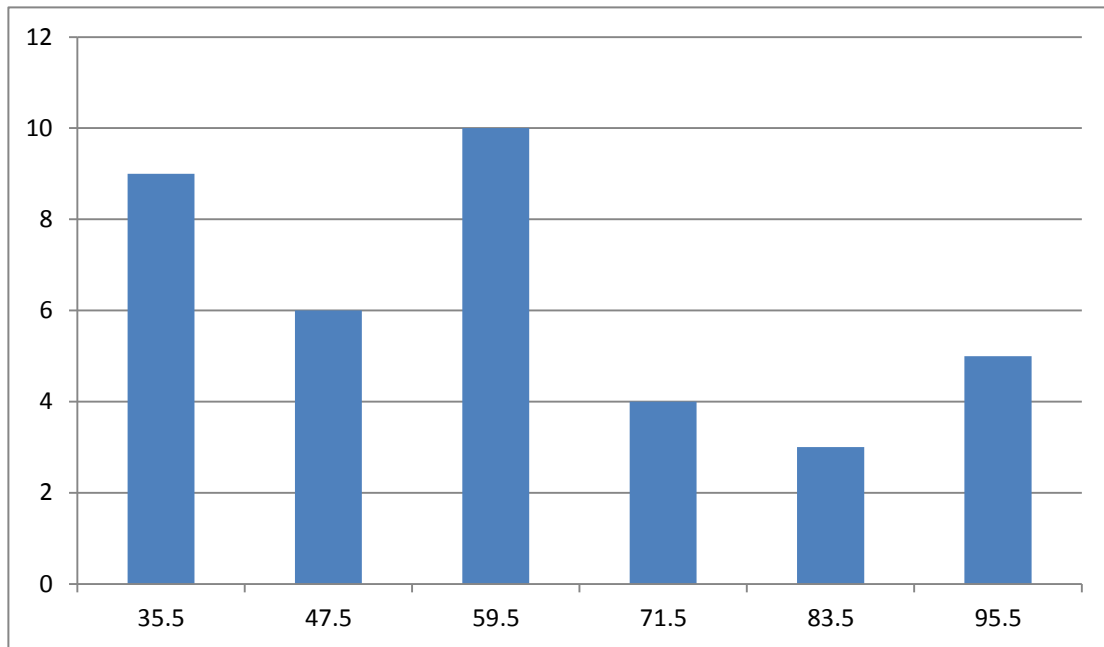


Figure 2: Description Data of Reading Comprehension

Based on the above table, it was known that the variable revelation of reading comprehension shown that the respondent at interval 30-41 were 9 students (24.32%), interval 42-53 were 6 students (16.21%), interval 54-65 were 10 students (27.02%), interval 66-77 were 4 students (10.81%), and interval 78-89 were 3 students (8.10%), interval 90-101 were 5 students (13.51).

B. Hypothesis Testing

Hypothesis testing aims to determine the correlation between Cognitive Learning Strategy and Reading Comprehension at the seventh semester of English Education Department IAIN Padangsidempuan by using t_{tes} . Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:

$$\sum X = 2704$$

$$\sum Y = 2220$$

$$\sum X^2 = 200284$$

$$\sum Y^2 = 147550$$

$$\sum XY = 161200$$

By using the values above, calculated the value of correlation between variable X dan Y by used product moment:

$$\begin{aligned} r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n\{\sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{37(161200) - (2704)(2220)}{\sqrt{\{37 \times 200284 - (2704)^2\}\{37 \times 147550 - (2220)^2\}}} \\ &= \frac{5964400 - 6002880}{\sqrt{\{7410508 - 7311616\}\{5459350 - 4928400\}}} \\ &= \frac{-38480}{\sqrt{(98892)(530950)}} \\ &= \frac{-38480}{\sqrt{52506707400}} \end{aligned}$$

$$= \frac{-38480}{229143.421}$$

$$= -0.168$$

Base on the data above, it shown H_a : the correlation between students' cognitive learning strategy and students' reading comprehension by r_{xy} , the researcher got -0.168. At the significant level 5%, the $r_t = 0.334$. So the score r_{xy} was lower than r_t ($r_{xy} < r_t$), $-0.168 < 0.334$. According to the table 07 about Index product moment correlation, the researcher got the correlation between cognitive strategy and reading comprehension is a very low correlation. Based on the calculation result above, it is known also that the correlation of this research was a negative correlation. When the students are better in using cognitive strategy, their reading comprehension will be lower. Meanwhile, when the students are not better in using cognitive strategies, the students' reading comprehension are going better.

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

KP = The score of determine coefficient

r = The scores of the coefficients correlation

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

$$= (-0.168)^2 \times 100\%$$

$$= 0.028224 \times 100\%$$

$$= 2.8\%$$

Based on calculating above determine contribution cognitive learning strategy and students' reading comprehension was 2.8%. It means the contribution correlation between X and Y just only 2.8% and about 97.2 from another aspect, such as motivation, interest, and so on.

To test hypothesis for the significant correlation, used the formulate

t_{count} or t_{test} :

$$\begin{aligned}
 T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{-0.168 \sqrt{37-2}}{\sqrt{1-(-0.168^2)}} \\
 &= \frac{-0.168 \sqrt{35}}{\sqrt{1+0,028224}} \\
 &= \frac{-0.168 (5,916)}{\sqrt{1.028224}} \\
 &= \frac{-0.993}{1.014} \\
 &= -0.979
 \end{aligned}$$

Based on the calculative above, the researcher found that $t_{\text{count}} = -0.979$ and $dk = N-2 = 37-2 = 35$, and at real $\alpha = 0.05$, the researcher found that $t_{\text{table}} = 2.704$ cause $t_{\text{count}} < t_{\text{table}}$, namely $t_{\text{count}} : -0.979$ and $t_{\text{table}} = 2.704$. It means that there was no significance correlation between two variables that it was categorized to be "valid" or could be said that the validity of the contribution of variable X to variable Y was "rejected". So H_a rejected and H_o is accepted. It means that there was not significant correlation between cognitive learning

strategy and students' reading comprehension at the seventh semester of English Education Department IAIN Padangsidempuan.

C. Discussion

Based on the Data Analysis above, it has proven that cognitive learning strategy did not give significant correlation for reading comprehension. Meanwhile according to Oxford, Cognitive strategies are unified by a common function manipulation or transformation of the target language by learner. Cognitive strategies are typically found to be the most popular strategies with language learners¹. So, this research do not prove what is said by the expert above, because the correlation is not significant.

According to the related findings that the researcher stated Nguyen Thi Bich Thuy said in her research, that her study shown that is significant because it has provided detailed account of the cognitive strategy employed by participants in their reading comprehension. The research has shown that readers have to employ a wider range of strategies in order to read effective. More immediately, there should be an introduction to English learning strategies in university English syllabus. That means it is necessary to conduct a cognitive strategy training to improve students' reading skills. It is necessary to let students' know the significance of awereness of language

¹ Rebecca. L. Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p. 43

learning strategies in order to help them study more effectively.² So, this research do not prove what is said by Nguyen Thi Bich Thuy above, because the correlation is not significant.

Unfortunately, in Iain Padangsidimpuan cognitive strategy did not a big effect to students' reading comprehension. The result of my research exactly contrary to her result. Where, the correlation between cognitive strategy and students' reading comprehension was very low, because researcher has been done the research and it was proved by testing hypotheses of research, it found that cognitive learning strategy was not significant correlation cognitive learning strategy to students' reading comprehension at all seventh semester of English Department in IAIN Padangsidimpuan. This fact can be seen from $r_c < r_t$ ($-0.168 < 0.334$) and $t_{\text{count}} < t_{\text{table}}$ ($-0.979 < 2.704$). Even its relationship was a negative relationship. So that when students' cognitive learning strategy is good, their reading comprehension actually worsens. What is found by Nguyen Thi Bich Thuy was different from what found by the researcher. It was caused by different situations and data collective method. Finally, it can be concluded that the seventh students' of English Education Department, cognitive learning strategy do not have significant correlation to their reading comprehension.

²Nguyen Thi Bich Thuy, Cognitive Strategies Used by University Non-English Majored Students in Reading Comprehension : International Journal of Technical Research and Applicationse-ISSN:2320-8163, p. 22(www.ijtra.com Special Issue 15 accessed on 24 September 2017)

D. Threats of Research

The researcher gave students the test and explained them how to answer the test of reading comprehension (multiple choice test), and explained what are the questionnaire for cognitive learning strategy. The researcher was incapable of measuring honest aspects of the students in answering the test that given until possibility some students cheat or guess the answer. The researcher did not know whether students concentrated or not in answering the test and Questionnaire, and time was limited.

The other threats of this research, the students are not ready to share their strategies based on questionnaire given. Maybe they strategies are unknown by them. Another aspect can be because the reading comprehension is not in their level understanding. So, it makes them difficult to recognize the information.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research comes to the conclusion as follows:

1. Students' cognitive learning strategy at the seventh semester of English Education Department IAIN Padangsidimpuan was "good" by getting mean score were 72.90.
2. Students' Reading Comprehension at the seventh semester of English Education Departmen IAIN Padangsidimpuan was "less" by getting mean score were 59.82.
3. The result of the research show that the result of t_{test} was - 0.979, if it is compared with t_{table} , it is seen that $t_{\text{test}}/ t_{\text{count}}$ was smaller that t_{table} (-0.979 < 2704) in the significance 0.05. So, alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It means that there is no significant correlation between cognitive learning strategy and students' reading comprehension at the seventh semester of English Education Department IAIN Padangsidimpuan.

B. Suggestion

Base on the conclusion and implication of the research that have been mention previously, the writer offer some suggestion as follows:

1. English Lectures should improve their English teaching and learning process especially in stimulation using cognitive strategy.
2. In Reading Comprehension, the Lecturers should give students more exercises specially in Reading Comprehension.
3. Suggested to the next researhers of this study should be taken into consideration if you want to research about using cognitive learning strategy to students' reading comprehension.
4. For the reader who wants to make the similiar topic in future, the writer suggest to make another variable that correlation between using cognitive learning strategy to students' reading comprehension.

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CURRICULUM VITAE

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Appendix I

Name : _____

Class : _____

Instruction:

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

The following text is for question 1-2

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

1. The communicative purpose of this text is.....
 - a. to describe a particular animal
 - b. to share an amusing incident with others
 - c. to present two points of view about an issue
 - d. to inform the readers about the beauty of Dolgy
 - e. to retell events for the purpose of informing and entertaining
2. Which statement is suitable to the text?
 - a. The dog and rabbit do not fight because the dog is not biting
 - b. Dolgy is a gentle animal
 - c. Dolgy eats milk and meat every morning
 - d. The dog does not like bone but the rabbit likes bone
 - e. Both of dog and rabbit are cruel animal

The following text is for question 3-4

Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world. Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

3. What is the communicative purpose of the text?

- a. to present two points of views about Paris
- b. to explain Paris, the capital city of France
- c. to describe Paris
- d. to retell Paris, the capital of France
- e. to persuade the readers to go to Paris, the capital of France

4. Which statement is suitable to the text?

- a. There is only one famous place in Paris
- b. Paris is a central industries city in the world
- c. Eiffel tower is the most famous landmark in Paris
- d. The city of Paris named from Greek language
- e. Paris has small population, it is about two million people

The following text is for question 5-8

Natural Bridge National Park

Natural Bridge National Park is lush tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

5. The text above is in form of.....
- a. hortatory exposition
 - b. narrative
 - c. description
 - d. report
 - e. explanation
6. What is the communicative purpose of the text?
- a. to present two points of views about natural bridge national park
 - b. to explain the bridge national park
 - c. to describe the bridge national park
 - d. to retell the bridge national park
 - e. to persuade readers to treat preserve the bridge national park
7. Where is the natural bridge national park located?
- a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
 - e. 110 kilometers from Nerang
8. Which statement is suitable to the text?
- a. The tourists are permitted to swimming in the rock pool
 - b. The tourists are not permitted to swimming in the rock pool
 - c. The tourists are permitted to camping overnight
 - d. The park location is 100 Kilometers from south Brisbane
 - e. The fireplaces are not offered in the picnic area

The following text is for question 9-10

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fable "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away. From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

9. The type of text above is a/an.....

- a. report
- b. recount
- c. anecdote
- d. narrative
- e. descriptive

10. "There is a breathtaking view of all the exotic hustle and bustle of the fable". What does the underline word mean?

- a. A stories are really happened in the past
- b. A stories are told about description of things
- c. A stories are talked about history
- d. A stories are not happened truthly
- e. A stories are talked about religions

The following text is for question 11-13

One of the famous city in Italy is Venice. It get its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.

Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.

As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores.

When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoy.

11. "The pirates became the hugest problem". What does the underlined word mean?

- a. widest
- b. biggest
- c. smallest
- d. most difficult
- e. heaviest

12. What is the main function of canal in venice?

- a. canal is used for tourism activities
- b. canal is used for fishing on the night
- c. canal is used for rafting on the weekend
- d. canal is used for transportation throughout the city
- e. canal is used for swimming

13. Which sentence is identification structure?

- a. venice has been established...
- b. as venice gradually developed...
- c. when we think of vance...
- d. visiting the venice...
- e. one of the famous city in italy...

The following text is for question 14-15

I have some head covers. They are head cover, cap, and peci. I like my peci very much. Do you know what is peci? I am going to tell you now

There are some terms or names for this kind of head cover. My father call it “songkok” but some of my friends call it “kopiah”. I myself prefer to call this head cove “peci”

Peci can produced in various colours. They may be sold in green, yellow, and brown colour. I do not like bright colour. So I bought my peci in dark colour. It is black.

My peci is number 8in size. It has 7 cm in height. My black peci is made of a stiffened, black velvet-like fabric and fold flat. So it is truly dark, truly black. My black peci has the shape of a truncated cone with embroidered felt in its sides.

I always wear my black peci every day. Just like people in Brunei, Malaysia, Singapore, the southern Philippine and southern Thailand, I also wear the black peci in formal situations such as as wedding feasts, funerals, and festive occasions.

Recently I have known why this black head cover is named peci. The word of “peci” might be derived from the Dutch word “petje” which has meaning of “small hat”

14. what is the identification sentence from the text?

- a. There are some terms or names for this kind of head cover. \
- b. My father call it “songkok”
- c. I have some head covers.
- d. I always wear my black peci every day.
- e. Just like people in Brunei

15. Which statement is suitable to the text?

- a. the writer only wear peci in formal situations
- b. the writer has two peci
- c. the writer prefer to wear the bright colour peci
- d. the writer wear peci because of father suggestion
- e. the writer wear peci everyday

The following text is for question 16-17

Mojokerto is breathtaking. On the left side, it is seen a very high cliffs and on the right side we can see a large rock that seems ready to keep the crash of waves that come any time. The number of tourists who always visit this Mojopahit Beach makes this beach never quiet of visitors.

In this Mojopahit beach, we can play sand and feel the breeze of the fresh sea breeze. We can also ride a horse or a kind of carriage called andong that can take us to the coral reef area which is very beautiful. In the early evening, we can see the sunset. This moment is a very special moment as we can see the sun that seems entering the sea water.

16. "Mojokerto is breathtaking". The underlined word similar to...

- a. Simple
- b. Good
- c. Queer
- d. Nice
- e. Amazing

17. Which statement is suitable to the text?

- a. The beach is always quiet
- b. A lot of people always visit beach
- c. No body can see the sunset from the beach
- d. The visitors can ride a camel
- e. Mojokerto is a bad place for tourism

The following text is for question 18

I have a new bag. Its colour is soft green. I always bring it when i go to school. It is made of strong fabric.

There are some parts of my bag. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the bag. I keep a bottle of water in this pocket. I love my bag.

18. “It is made of strong fabric”. The underlined word is similar to?

- a. Rubber
- b. Feather
- c. Cloth
- d. Iron
- e. Glass

The following text is for question 19-20

Song Joong-ki is my favorite actor. He is a South Korean actor and emcee. He has such a very handsome face. He is so famous in Indonesia.

Song Joong-ki was born on September 19th, 1985 at Daejeon, South Korea. He is about 65 kg (Weight), and 178 cm (Height). His blood type is “A”. He has a pointed nose and bright skin.

Song Joong-ki is very popular as one of the original cast members in a variety show entitled “Running Man”. This variety show has so many fans in Indonesia that Song gets his popularity easily in Indonesia. His funny character in this variety show makes him so lovable. Almost every young girl in Indonesia idolizes him so much.

19. What is the text describing about?

- a. The text is describing about Korean people
- b. The text is describing about romantic film
- c. The text is describing about Song Joong Ki
- d. The text is describing about funny man
- e. The text is describing about idol

20. When was Song Joong Ki born?

- a. He was born on September 17th 1985
- b. He was born on September 18th 1985
- c. He was born on September 19th 1985
- d. He was born on September 20th 1985
- e. He was born on September 21st 1985

APPENDIX 2

ANGKET TENTANG HUBUNGAN STRATEGI PEMBELAJARAN KOGNITIF DENGAN PEMAHAMAN MEMBACA MAHASISWA

NAMA : _____

NIM : _____

CLASS : _____

I. Direction

1. Read the question well, then answer them wich one is easier.
2. Give the cross mark (X) in the right answer.
3. Answer the question base your competence and don't cheat another's answer.

II. Questions

A. Cognitive Strategy Questionare (Variable X)

Answer these question well by crossing a, b, c, d, and e

1. Saya mencari kesempatan untuk membaca sebanyak mungkin.
a. Selalu c. Kadang- kadang e. Tidak pernah
b. Sering d. Jarang
2. Saya mengulang kembali pelajaran Bahasa Inggris.
a. Selalu c. Kadang-kadang e. Tidak pernah
b. Sering d. Jarang
3. Saya mengenali dan menggunakan formula dan pola rutin untuk memahami yang spesifik kalimat dalam teks.
a. Selalu c. Kadang-kadang e. Tidak pernah
b. Sering d. Jarang
4. Ketika membaca teks, saya selalu mencoba untuk memahami kalimat dengan menganalisis pola kalimatnya.
a. Selalu c. Kadang-kadang e. Tidak pernah
b. Sering d. Jarang
5. Saya membaca apapun yang saya miliki dalam bahasa Inggris untuk meningkatkan kemampuan membaca saya.
a. Selalu c. Kadang-kadang e. Tidak pernah
b. Sering d. Jarang
6. Saya mencari rincian spesifik dalam apa yang saya baca.
a. Selalu c. Kadang-kadang e. Tidak pernah
b. Sering d. Jarang

7. Saya membaca tulisan berbahasa Inggris dengan skimming, setelah itu membaca kembali dengan teliti.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
8. Saya mencari bahan referensi seperti kamus untuk memahami teksnya.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
9. Saya menebak dari arti informasi baru dengan menggunakan aturan umum yang sudah saya kenal.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
10. Saya memecah kata baru, frase, kalimat atau bahkan paragraf ke bagian komponennya untuk memahaminya dengan lebih baik.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
11. Saya menganalisis elemen kata bahasa Inggris untuk menentukan kemiripan dan perbedaan dibandingkan dengan bahasa Indonesia.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
12. Saya menerjemahkan teks ke bahasa Indonesia untuk memahaminya dengan lebih mudah dan lebih baik.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
13. Saya mengartikan sebuah kata bahasa Inggris dengan cara membaginya menjadi bagian yang saya mengerti (ex: disobedient, solvable –prefix and suffix).
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
14. Saya menerapkan pengetahuan sebelumnya secara langsung untuk memfasilitasi pengetahuan baru dalam bahasa Inggris.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
15. Saya mengetahui mencatat apa yang telah saya baca itu penting.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah

16. Saya memahami membuat catatan tentang ide bacaan itu sangat penting.
- a. Selalu c. Kadang-kadang e. Tidak pernah
 - b. Sering d. Jarang
17. Saya mengetahui bahwa meringkas apa yang telah saya baca berpengaruh terhadap pemahaman saya tentang teks bacaan yang saya baca.
- a. Selalu c. Kadang-kadang e. Tidak pernah
 - b. Sering d. Jarang
18. Ketika dosen selesai menjelaskan suatu materi, saya memahaminya dengan meringkas penjelasan dosen pada catatan saya.
- a. Selalu c. Kadang-kadang e. Tidak pernah
 - b. Sering d. Jarang
19. Saya menekankan poin utama dari teks bacaan melalui kotak, lingkaran, garis bawah, dll.
- a. Selalu c. Kadang-kadang e. Tidak pernah
 - b. Sering d. Jarang
20. Dalam memahami catatan, saya memberi tanda (menggaris bawah, membintangi, mewarnai) kalimatnya untuk mempermudah mengingatnya.
- a. Selalu c. Kadang-kadang e. Tidak pernah
 - b. Sering d. Jarang

APPENDIX 3

Key Answer

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

APPENDIX 4

THE RESULT OF STUDENTS COGNITIVE LEARNING STRATEGY

No	NAME	STUDENTS' SCORE
1	Arnisah Nasution	78
2	Amalia Siregar	66
3	Amirusyamsi Sf Bustami	78
4	Andra Ali	70
5	Anni Wahda	74
6	Awal Delina	72
7	Desmi Aisyah Lubis	74
8	Dewi Sartini	75
9	Dinda Mutia	72
10	Elisa Kencana	64
11	Emmi Hayati	71
12	Fitri Khairani Daulay	65
13	Fitria Ningsih	73
14	Guntur Alamsyah Hsb	77
15	Habibatul Mardiyah	88
16	Harmein Lubis	55
17	Iin Angraini	78
18	Isra Soliah Siregar	68
19	Maya Alwiyah	81
20	Mayang Purnama Sari	63
21	Nisa Toyyibah	80
22	Nona Tari Pulungan	82
23	Nur Intan Nasution	69
24	Nurdiniah	71
25	Nurlainun Harahap	88
26	Nurma Sari	74
27	Nurul Yadani	63
28	Rahmadona Sagala	82
29	Ranisah	60
30	Riskon Nudiah	91
31	Seri Devi	85
32	Sri Ase	75
33	Tri Daya Kartika	69
34	Tri Mahendra	70
35	Winda Hariani Dasopang	82
36	Wirda Hasanah	58
37	Yusmitha Harahap	63
	TOTAL	2704

APPENDIX 5**TEST RESULT OF READING COMPREHENSION**

No	NAME	STUDENTS' SCORE
1	Arnisah Nasution	65
2	Amalia Siregar	85
3	Amirusyamsi Sf Bustami	50
4	Andra Ali	90
5	Anni Wahda	65
6	Awal Delina	40
7	Desmi Aisyah Lubis	60
8	Dewi Sartini	70
9	Dinda Mutia	70
10	Elisa Kencana	65
11	Emmi Hayati	50
12	Fitri Khairani Daulay	30
13	Fitria Ningsih	85
14	Guntur Alamsyah Hsb	65
15	Habibatul Mardiyah	35
16	Harmein Lubis	40
17	Iin Angraini	45
18	Isra Soliah Siregar	55
19	Maya Alwiyah	60
20	Mayang Purnama Sari	70
21	Nisa Toyyibah	45
22	Nona Tari Pulungan	90
23	Nur Intan Nasution	50
24	Nurdiniah	90
25	Nurlainun Harahap	70
26	Nurma Sari	60
27	Nurul Yadani	60
28	Rahmadona Sagala	85
29	Ranisah	50
30	Riskon Nudiah	35
31	Seri Devi	30
32	Sri Ase	40
33	Tri Daya Kartika	30
34	Tri Mahendra	100
35	Winda Hariani Dasopang	40
36	Wirda Hasanah	95
37	Yusmitha Harahap	55
	TOTAL	2220

APPENDIX 6

TEST RESULT OF VARIABLE X AND VARIABLE Y

No	Initial of Students	X	Y
1	AN	78	65
2	AS	66	85
3	ASB	78	50
4	AA	70	90
5	AW	74	65
6	AD	72	40
7	DAL	74	60
8	DS	75	70
9	DM	72	70
10	EK	64	65
11	EH	71	50
12	FKD	65	30
13	FN	73	85
14	GAH	77	65
15	HM	88	35
16	HL	55	40
17	IA	78	45
18	ISS	68	55
19	MA	81	60
20	MPS	63	70
21	NT	80	45
22	NTP	82	90
23	NIN	69	50
24	NR	71	90
25	NH	88	70
26	NS	74	60
27	NY	63	60
28	RS	82	85
29	RH	60	50
30	RN	91	35
31	SD	85	30
32	SA	75	40
33	TDK	69	30
34	TM	70	100
35	WHD	82	40
36	WH	58	95
37	YH	63	55
	TOTAL	2704	2220

APPENDIX 7**THE CORRELATION BETWEEN COGNITIVE LEARNING STRATEGY AND
STUDENTS' READING COMPREHENSION**

No	Initial	X	Y	X²	Y²	XY
1	AN	78	65	6084	4225	5070
2	AS	66	85	4356	7225	5610
3	ASB	78	50	6084	2500	3900
4	AA	70	90	4900	8100	6300
5	AW	74	65	5476	4225	4810
6	AD	72	40	5184	1600	2880
7	DAL	74	60	5476	3600	4440
8	DS	75	70	5625	4900	5250
9	DM	72	70	5184	4900	5040
10	EK	64	65	4096	4225	4160
11	EH	71	50	5041	2500	3550
12	FKD	65	30	4225	900	1950
13	FN	73	85	5329	7225	6205
14	GAH	77	65	5929	4225	5005
15	HM	88	35	7744	1225	3080
16	HL	55	40	3025	1600	2200
17	IA	78	45	6084	2025	3510
18	ISS	68	55	4624	3025	3740
19	MA	81	60	6561	3600	4860
20	MPS	63	70	3969	4900	4410
21	NT	80	45	6400	2025	3600
22	NTP	82	90	6724	8100	7380
23	NIN	69	50	4761	2500	3450
24	NR	71	90	5041	8100	6390
25	NH	88	70	7744	4900	6160
26	NS	74	60	5476	3600	4440
27	NY	63	60	3969	3600	3780
28	RS	82	85	6724	7225	6970
29	RH	60	50	3600	2500	3000
30	RN	91	35	8281	1225	3185
31	SD	85	30	7225	900	2550
32	SA	75	40	5625	1600	3000
33	TDK	69	30	4761	900	2070
34	TM	70	100	4900	10000	7000
35	WHD	82	40	6724	1600	3280
36	WH	58	95	3364	9025	5510
37	YH	63	55	3969	3025	3465
	TOTAL	ΣX= 2704	ΣY= 2220	ΣX²= 200284	ΣY²= 147550	ΣXY= 161200

APPENDIX 8

TEST RESULT OF STUDENTS' READING COMPREHENSION

No	Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TA	N	Y ²
1	AN	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	1	1	1	1	13	65	4225
2	AS	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	17	85	7225
3	ASB	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	1	10	50	2500
4	AA	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	18	90	8100
5	AW	0	0	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	13	65	4225
6	AD	1	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	1	8	40	1600
7	DAL	1	1	0	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1	12	60	3600
8	DS	1	1	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	14	70	4900
9	DM	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	14	70	4900
10	EK	1	1	1	1	0	0	1	1	0	0	1	1	1	0	0	0	1	1	1	1	13	65	4225
11	EH	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	10	50	2500
12	FKD	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	0	1	6	30	900
13	FN	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	17	85	7225
14	GAH	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	13	65	4225
15	HM	0	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	1	7	35	1225
16	HL	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	8	40	1600
17	IA	1	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	9	45	2025
18	ISS	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	1	1	11	55	3025
19	MA	0	0	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	12	60	3600
20	MPS	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	14	70	4900
21	NT	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	9	45	2025
22	NTP	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	18	90	8100
23	NN	1	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	10	50	2500
24	NR	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	18	90	8100

25	NH	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	14	70	4900
26	NS	0	0	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	12	60	3600
27	NY	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	60	3600
28	RS	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	17	85	7225
29	R	0	0	0	1	0	0	1	1	1	0	1	0	0	1	0	1	0	1	1	1	10	50	2500
30	RN	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	7	35	1225
31	SD	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	6	30	900
32	SA	1	0	1	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	1	8	40	1600
33	TDK	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	6	30	900
34	TM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	10000	
35	WHD	1	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	0	1	1	8	40	1600
36	WH	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19	95	9025
37	YH	1	0	1	1	1	1	0	0	1	0	0	0	0	1	0	1	1	0	1	1	11	55	3025
	Jumlah	25	18	21	26	19	21	32	24	11	15	26	21	14	17	17	21	26	24	30	36	444	2220	147550

APPENDIX 9

VARIABEL X

(Students' Cognitive Learning Strategy)

1. Maximal and Minimum score gotten by setting the variable score from low score or high score.

55	58	60	63	63	63	64
65	66	68	69	69	70	70
71	71	72	72	73	74	74
74	75	75	77	78	78	78
80	81	82	82	82	85	88
88	91					

2. High score = 91

3. Low score = 55

4. Range = high score- low score 91-55= 36

5. The total of classes (BK) = $1 + 3.3 \log n$
 = $1 + 3.3 \log 37$
 = $1 + 3.3 (1.56)$
 = $1 + 5.14$
 = 6.14
 = 6

6. Interval (i)

$$I = \frac{R}{BK} = \frac{36}{6} = 6$$

7. Mean score (x) = $\frac{\sum fx}{f}$

atau

$$M_x = M^I + i \left(\frac{\sum Fx^I}{N} \right)$$

No	Class Interval	F	X	FX	X ^I	FX ^I	F _{kb}	F _{ka}	Percentages
1.	55-60	3	57.5	172.5	+3	9	N=37	3	8.10%
2.	61-66	6	63,5	381	+2	12	34	9	16.21 %
3.	67-72	9	69.5	625.5	+1	9	28	18	24.32 %
4.	73-78	10	75.5	755	0	0	19	28	27.02%
5.	79-84	5	81.5	407.5	-1	-5	9	33	13.51 %
6.	85-90	3	87.5	262.5	-2	-6	4	36	8.10%
7.	91-96	1	93.5	93.5	-3	-3	1	N=37	2,70%
Total		N= 37	-	ΣFX = 2697,5	-	ΣFX^I = 16	-	-	100%

$$\text{Mean score (x)} = \frac{\sum fx}{f} = \frac{2697.5}{37} = 72.90$$

Atau

$$\begin{aligned}
 M_x &= M^I + i \left(\frac{\sum Fx^I}{N} \right) \\
 &= 75.5 + 6 \left(\frac{16}{37} \right) \\
 &= 75.5 + \frac{96}{37} \\
 &= 75.5 - 2.59 \\
 &= 72.90
 \end{aligned}$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$\ell = 72.5 \qquad i = 6$$

$$f_i = 10 \qquad F_{kb} = 9$$

$$\frac{1}{2} n = \frac{1}{2} 37 = 18.5$$

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$Me = 72.5 + \left(\frac{18.5 - 9}{10} \right) 6$$

$$= 72.5 + \left(\frac{9.5}{10} \right) 6$$

$$= 72.5 + \left(\frac{57}{10} \right)$$

$$= 72.5 + (5.7)$$

$$= 78.2$$

9. Modus

$$\ell = 72.5 \qquad F_a = 9 \qquad i = 6$$

$$U = 78.5 \qquad F_b = -5$$

$$Mo = \ell + \left(\frac{fa}{fa+fb} \right) i \qquad \text{atau} \qquad Mo = U - \left(\frac{fb}{fa+fb} \right) i$$

$$= 72.5 + \left(\frac{9}{9-5} \right) 6 \qquad = 78.5 - \left(\frac{-5}{9-5} \right) 6$$

$$= 72.5 + \frac{54}{4} \qquad = 78.5 - \frac{-30}{4}$$

$$= 72.5 + 13.5 = 86 \qquad = 78.5 + 7.5 = 86$$

APPENDIX 10

VARIABEL Y

(STUDENTS' READING COMPREHENSION)

2. Maximal and Minimum score gotten by setting the variable score from low score or high score.

30	30	30	35	35	40	40	40	40	45	45	50
50	50	50	55	55	60	60	60	60	65	65	65
65	70	70	70	70	85	85	85	90	90	90	95
100											

2. High score = 100

3. Low score = 30

4. Range = high score- low score $100-30= 70$

5. The total of classes (BK) $= 1 + 3,3 \log n$
 $= 1 + 3,3 \log 37$
 $= 1 + 3,3 (1,56)$
 $= 1 + 5,14$
 $= 6,14$
 $= 6$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{70}{6} = 11,6 = 12$$

7. Mean score (x) $= \frac{\sum fx}{f}$

atau

$$M_x = M^l + i \left(\frac{\sum Fx^l}{N} \right)$$

No	Class Interval	F	X	FX	X _i	FX ^I	F _{kb}	F _{ka}	Percentages
1.	30-41	9	35,5	319,5	2	18	N=37	9	24.32%
2.	42-53	6	47,5	285	1	6	28	15	16.21%
3.	54-65	10	59,5	595	0	0	22	25	27.02%
4.	66-77	4	71,5	286	-1	-4	12	29	10.81%
5.	78-89	3	83,5	250,5	-2	-6	8	32	8.10%
6.	90-101	5	95,5	477,5	-3	-15	5	N=37	13.51%
Total		N=37	-	ΣFX = 2213.5	-	ΣFX^I = -1	-	-	100%

$$\text{Mean score (x)} = \frac{\sum fx}{f} = \frac{2213.5}{37} = 59.82$$

Atau

$$M_x = M^I + i \left(\frac{\sum Fx^I}{N} \right)$$

$$= 59,5 + 12 \left(\frac{-1}{37} \right)$$

$$= 59.5 - \frac{-12}{37}$$

$$= 59.5 - (-0.32)$$

$$= 59.82$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) xi$$

$$\ell = 53.5 \quad i = 12$$

$$f_i = 10 \quad F_{kb} = 12$$

$$\frac{1}{2} n = \frac{1}{2} 37 = 18.5$$

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$Me = 53.5 + \left(\frac{18.5 - 12}{10} \right) 12$$

$$= 53.5 + \left(\frac{6.5}{10} \right) 12$$

$$= 53.5 + \left(\frac{78}{10} \right)$$

$$= 53.5 + (7.8)$$

$$= 61.5$$

9. Modus

$$\ell = 53,5 \qquad F_a = 6 \qquad i = 12$$

$$U = 65,5 \qquad F_b = -4$$

$$Mo = \ell + \left(\frac{fa}{fa+fb} \right) i \qquad \text{atau} \qquad Mo = U - \left(\frac{fb}{fa+fb} \right) i$$

$$= 53.5 + \left(\frac{6}{6-4} \right) 12 \qquad = 65,5 - \left(\frac{-4}{6-4} \right) 12$$

$$= 53.5 + \frac{72}{2} \qquad = 65,5 - \frac{-48}{2}$$

$$= 53.5 + 36 \qquad = 65.5 + 24$$

$$= 89.5 \qquad = 89.5$$

APPENDIX 11

Distribution of Students' Cognitive Learning Strategy

No	Initial	Number of Questionnaire																				Cognitive Learning strategy score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AN	3	3	4	4	4	2	5	4	3	5	4	5	3	4	3	4	4	4	5	5	78
2	AS	4	3	4	3	3	4	3	3	3	2	1	5	4	3	4	3	5	3	3	3	66
3	ASB	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	78
4	AA	2	4	3	3	5	3	4	4	3	3	4	4	4	3	3	4	3	3	3	5	70
5	AW	3	4	3	3	5	3	4	4	4	4	3	4	3	4	3	4	4	4	4	4	74
6	AD	3	3	3	4	3	3	2	4	4	2	3	4	3	3	5	5	5	5	3	5	72
7	DAL	3	4	3	4	4	4	3	3	5	4	3	4	4	5	3	3	2	4	5	4	74
8	DS	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	3	3	4	4	4	75
9	DM	3	3	4	3	4	3	4	4	4	2	3	4	3	4	4	4	4	3	5	4	72
10	EK	3	3	3	3	3	3	4	4	4	3	3	4	2	3	3	3	3	3	3	4	64
11	EH	4	3	3	5	2	4	3	4	3	5	3	4	4	3	4	4	3	4	1	5	71
12	FKD	3	3	3	4	4	2	4	2	3	3	4	4	2	2	5	4	4	3	2	4	65
13	FN	3	4	4	5	3	4	4	3	4	3	4	4	3	5	3	3	3	5	3	3	73
14	GAH	3	4	3	4	3	5	5	4	2	4	3	4	3	4	4	4	5	5	4	4	77
15	HM	3	5	3	5	5	3	5	5	5	5	3	5	5	5	3	5	3	5	5	5	88
16	HL	3	3	3	3	3	3	3	3	3	3	3	3	1	3	2	2	2	3	3	3	55
17	IA	4	4	3	5	4	4	4	3	5	4	3	4	3	3	3	3	4	5	5	5	78
18	ISS	3	3	3	4	4	4	4	4	3	3	3	4	3	3	4	3	3	3	4	3	68
19	MA	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81
20	MPS	2	3	3	3	3	3	3	5	4	2	3	4	2	2	3	3	3	4	4	4	63
21	NT	3	4	4	3	5	3	4	4	5	4	4	5	4	3	4	4	5	4	3	5	80

22	NTP	4	4	4	5	5	4	4	4	4	4	4	3	2	4	4	4	5	5	5	4	82
23	NIN	4	4	4	4	3	3	2	4	3	3	2	5	3	4	3	2	3	3	5	5	69
24	NR	3	3	3	3	4	3	4	4	4	3	4	4	4	4	3	3	3	4	4	4	71
25	NH	5	4	4	4	5	4	5	5	4	3	4	5	3	3	5	5	5	5	5	5	88
26	NS	3	4	5	3	3	4	4	5	3	3	2	4	2	4	4	4	4	4	5	4	74
27	NY	2	3	2	3	2	3	3	4	2	2	3	4	3	4	4	4	4	4	3	4	63
28	RS	5	4	3	4	5	4	3	2	4	4	4	4	4	4	4	5	4	5	5	5	82
29	R	5	5	4	1	2	3	4	3	3	2	2	4	2	2	2	2	2	4	4	4	60
30	RN	4	5	5	4	5	4	5	5	4	4	4	3	5	4	5	5	5	5	5	5	91
31	SD	5	3	4	4	3	4	4	4	4	5	3	5	5	4	5	5	5	5	3	5	85
32	SA	3	3	4	3	3	4	4	4	3	3	3	5	4	4	4	4	3	4	5	5	75
33	TDK	3	4	3	3	4	3	2	4	3	3	2	4	4	3	4	4	3	4	4	5	69
34	TM	4	3	4	4	4	3	4	3	3	3	4	3	5	4	2	2	2	3	5	5	70
35	WHD	3	5	3	3	5	5	3	5	5	5	5	3	3	2	5	5	5	5	5	2	82
36	WH	3	2	2	2	4	3	4	4	3	3	2	4	2	4	2	3	3	2	2	4	58
37	YH	3	3	3	3	4	4	2	3	2	2	2	4	3	3	4	2	5	4	4	3	63

APPENDIX 12

Variable Y

Validity of The Test Reading Comprehension

Number of Item	Number of Correct Answer	r xy	r tabel	Interpretation
1.	8	0.826	0.707	Valid
2.	8	0.340	0.707	Invalid
3.	7	0.975	0.707	Valid
4.	8	0.826	0.707	Valid
5.	8	0.097	0.707	Invalid
6.	8	0.259	0.707	Invalid
7.	8	0.826	0.707	Valid
8.	7	0.975	0.707	Invalid
9.	8	0.826	0.707	Valid
10.	8	0.745	0.707	Valid
11.	5	0.734	0.707	Valid
12.	7	-0.084	0,707	Invalid
13.	8	0.826	0.707	Valid
14.	4	0.590	0.707	Invalid
15.	8	0.745	0.707	Valid
16.	7	0.551	0.707	Invalid
17.	6	0.753	0.707	Valid
18.	8	0.826	0.707	Valid
19.	8	0.826	0.707	Valid
20.	5	0.734	0.707	Valid
21.	8	0.826	0.707	Valid
22.	6	0.842	0.707	Valid
23.	7	0.975	0.707	Valid
24.	6	0.819	0.707	Valid
25.	7	0.975	0.707	Valid
26.	3	-0.056	0.707	Invalid
27.	6	0.819	0.707	Valid
28.	8	0.745	0.707	Valid
29.	6	0.842	0.707	Valid
30.	7	0.975	0.707	Valid

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{10.197 - (8).(208)}{\sqrt{\{10.8 - (8)^2\} \{10.5184 - (208)^2\}}}
 \end{aligned}$$

$$= \frac{1970-1664}{\sqrt{\{80-64\}\{51840-43264\}}}$$

$$= \frac{306}{\sqrt{(16).(8576)}}$$

$$= \frac{306}{\sqrt{137216}}$$

$$= \frac{306}{370,426} = 0,826$$

APPENDIX 13**NILAI “T” UNTUK TARAF SIGNIFIKAN 5% DAN 1%**

df/db	5%	1%	df/db	5%	1%
1	12,71	63,66	24	2,06	2,80
2	4,30	9,92	25	2,06	2,79
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,75	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,72
9	2,26	3,25	40	2,02	2,72
10	2,23	3,17	45	2,02	2,09
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65
13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63
16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62
18	2,10	2,88	150	1,98	2,61

19	2,09	2,86	200	1,97	2,60
20	2,09	2,84	300	1,97	2,59
21	2,08	2,83	400	1,97	2,59
22	2,07	2,82	500	1,96	2,59
23	2,07	2,81	1000	196	2,58

APPENDIX 14

Table
Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.345
4	0.950	0.990	27	0.381	0.487	60	0.254	0.330
5	0.878	0.959	28	0.374	0.478	65	0.244	0.317
			29	0.367	0.470	70	0.235	0.306
			30	0.361	0.463	75	0.227	0.296
6	0.811	0.917	31	0.355	0.456	80	0.220	0.286
7	0.754	0.874	32	0.349	0.449	85	0.213	0.278
8	0.707	0.834	33	0.344	0.442	90	0.207	0.270
9	0.606	0.798	34	0.339	0.436	96	0.202	0.263
10	0.632	0.765	35	0.334	0.430	100	0.195	0.256
11	0.602	0.735	36	0.329	0.424	125	0.176	0.230
12	0.576	0.708	37	0.325	0.418	150	0.159	0.210
13	0.553	0.684	38	0.320	0.413	175	0.148	0.194
14	0.532	0.661	39	0.316	0.408	200	0.138	0.181
15	0.514	0.641	40	0.312	0.403	300	0.113	0.148
16	0.497	0.623	41	0.308	0.398	400	0.098	0.128
17	0.482	0.606	42	0.304	0.393	500	0.088	0.115
18	0.468	0.592	43	0.301	0.389			

19	0.456	0.575	44	0.297	0.384	600	0.080	0.105
20	0.444	0.561	45	0.294	0.380	700	0.074	0.097
21	0.433	0.549	46	0.291	0.376	800	0.070	0.091
22	0.423	0.537	47	0.288	0.372			
23	0.413	0.526	48	0.284	0.368	900	0.065	0.086
24	0.404	0.515	49	0.281	0.364			
25	0.396	0.505	50	0.279	0.361	1000	0.062	0.081



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Nomor : B - 1727 /In.14/E.4c/TL.00/10/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

11 Oktober 2017

Yth. Ketua Jurusan TBI IAIN Padangsidempuan
Kota Padangsidempuan

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

Nama : Adlin Safriadi
NIM : 13 340 0038
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Komplek DPR Jl. Pardamuan Blok. E

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Cognitive Learning Strategy And Students' Reading Comprehension at Seventh of English Departement In IAIN Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.
Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Bidang Akademik



Dr. Lelya Hilda, M.Si.
NIP. 19730920 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN PENELITIAN

Nomor : 156 /In.14/E.6a/PP.00.9/10/2017

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

Nama : ADLIN SAPRIADI

NIM : 13 340 0038

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI

Alamat : Komplek DPR Jl. Pardamuan Blok E

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas
Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan mulai tanggal
12 Oktober 2017 sampai dengan 13 Oktober 2017 dengan judul:

**"THE CORRELATION BETWEEN COGNITIVE LEARNING STRATEGY AND STUDENTS'
READING COMPREHENSION AT SEVENTH SEMESTER OF ENGLISH DEPARTMENT IN
IAIN PADANGSIDIMPUAN".**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidempuan, 31 Oktober 2017
Ketua Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



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SURAT KETERANGAN LULUS MUNAQASYAH

Nomor: 2143 /ln.14/E.4c/PP.00.9/11/2017

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

Nama : Adlin Safriadi
Nim : 13 340 0038
Jurusan : Tadris/ Pendidikan Bahasa Inggris / TBI
Alamat : Komplek DPR Jl.Pardomuan

benar lulus **Ujian munaqosyah Skripsi** Institut Agama Islam Negeri (IAIN)
Padangsidempuan pada tanggal **15 November 2017** dengan nilai **82,12 (A)**
dan memperoleh yudisium **Amat Baik** dengan Indeks Prestasi Kumulatif (IPK)
3,42.

Demikian surat ini dibuat, atas perhatian dan tindaklanjut dari Bapak kami
ucapkan terimakasih.

16 November 2017
a.n. Dekan
Wakil Dekan Bidang Akademik

M.Si.
200003 2 002



KEMENTERIAN AGAMA
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Nomor : 62 /In. 14/E.6a/PP.00.9/10/2016 Padangsidimpuan, 10 Oktober 2016
Sifat : Biasa
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth :
Bapak/Ibu :
1. Eka Sustri Harida, M.Pd
2. Fitri Rayani Siregar, M.Hum

Di -
Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut :

Nama : ADLIN SAFRIADI
Nim : 13 340 0038
Fak/Jur : FTIK / TADRIS BAHASA INGGRIS - 2
Judul Skripsi : The Correlation Cognitive Learning Strategy and Student's Reading Comprehension of English Department Student's

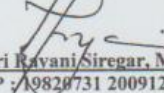
Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, Kami ucapkan terimakasih.

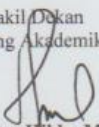
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