**THE CORRELATION BETWEEN COMPENSATION LEARNING STRATEGY**
**AND STUDENTS' READING COMPREHENSION**
**AT THE SEVENTH SEMESTER OF ENGLISH 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 Scholar (S.Pd) in English*

Written by:

**IRWAN SHALEH SIREGAR**
**Reg. Num. 13 340 0055**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**
**THE STATE INSTITUTE FOR ISLAMIC STUDIES**
**PADANGSIDIMPUAN**
**2017**

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**2017**

# LETTER OF AGREEMENT

Term    : Munaqosyah
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Item    : 7 (seven) examplars

Padangsidimpuan,  November 2017

To:
Dean Tarbiyah and Teacher
Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **IRWAN SHALEH SIREGAR**, entitled **"The Corelation Between Compensation Learning Strategy and Students' Reading Comprehension at Seventh Semester of English Department Iain Padangsidimpuan"**. 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 Padangsidimpuan

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
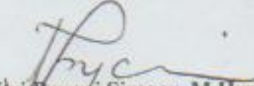
Wassalamu'alaikum Wr.Wb

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I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' academic degree disrespectfully, and other punishment regarding norms and legal law.

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## LEGALIZATION

Thesis : THE CORRELATION BETWEEN COMPENSATION LEARNING STRATEGY AND STUDENTS' READING COMPREHENSION AT SEVENTH SEMESTER OF ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN.

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The thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education(S.Pd).

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## ABSTRACT

The purpose of this research is to know the correlation between compensation learning strategy and students' reading comprehension at seventh semester of English department IAIN Padangsidimpuan. The problems of this research are students feel difficult to express varied of words, the students are afraid to spell words correctly, the students are difficult in constructing a good sentence with appropriate word. Further, when the students read a print particularly the textbook, they feel difficult to comprehend it.

This research is designed by quantitative approach and correlation research type. Population of the research are the seventh semester students of English Department in IAIN Padangsidimpuan. Then, the sample are 37 from population. It is taken by using random sampling. In collecting the data, researcher used questionnaire for students' compensation learning strategy and test (multiple choice) for reading comprehension. To analyze the data, the researcher uses $t_{count}$.

Result of the research shows $r_{xy} = -0.156$. By looking to the index of product moment correlation, the correlation between students' compensation learning strategies and reading comprehension is very low. The result also shows that the correlation between variable X and Y is a negative correlation. Then, in one side the calculation of $t_{count}$ produce a result $t_{count} = -0.934$, dk = N-2 = 37-2 = 35, and at real $\alpha = 0.05$. The other side $t_{table} = 2.704$. Because of $t_{count}$ is smaller than $t_{table}$ (-0.934 < 2.704). So, there is no significant correlation between compensation learning strategy and students reading comprehension. Then, it means Ha is rejected and Ho is accepted.

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

# ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, I would like to convey praise and gratitude to Allah SWT, the most Gracious the most Merciful who always give the researcher health, time, chance and everything for finishing this thesis entitle : **"The Correlation Between Compensation Learning Strategy and Students' Reading Comprehension at Seventh Semester of English Department IAIN Padangsidimpuan".** Then, I also would like to send the salutation of peace upon the prophet Muhammad SAW and upon all his followers.

In writing this thesis, I am assisted by some people and organization. Therefore, in this opportunity I would like to express my gratitude to the following people :

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

Padangsidimpuan,    November 2017

**IRWAN SHALEH SIREGAR**
**Reg. Num. : 13 340 0055**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is a west Germanic language that was first spoken in early medieval England and is now the global language. As a global language, English already used in all over the world as the first, second and foreign language. There are over 400 million native speakers of English, and over one billion more people speak English as second language. Today English is used in any country and many sectors of life such as business, medicine, academic, journalist, travel and so on.

In Indonesia, English is a foreign language which begin to learn since the netherland collonialist period. And now the Goverment decided that English is one of the foreign language that should be thought at schools in Indonesia. That is why English become compulsory subject from junior high school up to University.

As the English learners, student of TBI IAIN Padangsidempuan argued that English is hard to express varied of words, how to understand the words meaning correctly, and constracting a good sentence with appropriate words. Although in fact the students have studied English for six years in junior and senior high school, moreover the students said that they have learned it for nine years include

3 years in elementary school. But actually, the students are still hard in practicing and learning it[1]. It is based on some interview with students of TBI themselves.

As a student of TBI (English department), the students have to master all the language skills of English for educational purpose or everyday life demands. The first skill which is very important to be learned is reading. Reading is one of the four skills which is important to comprehend. Through reading, students are able to find information which is useful for their life. In short, reading is one of language skill which should be mastered by the students.

The students who read frequently tend to have a more varied range of words to express, although it doesn't always make them a better communicator. This increase exponentially with the more volume they consume, giving them higher level of vocabulary to use in everyday life.

As an important skill, reading should be a priority activity of students TBI. The reasons why students have to make reading as a priority  is because reading as the basic foundation in academic skill. Further, in the Islamic Universities , English should become a tool of communicating, teaching, writing papers, and so on. So, how can students make it as a tool without reading?

Further, Marryanne and Wolf said that the benefits of  increased reading keeps the memory sharp and learning capacity nimble[2]. By reading frequently it

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[1] Interview from the students and Lecturers.
[2] Maryanne and Wolf, *Proust and the Squid: The Story and Science of the Reading Brain.*(New York, Harper Parennial. 2008) p. 34

makes the students easier to memorize every vocabularies that they feel hard to remember, easier to produce words variously, and also easier to learn English.

When students ignore the reading activity, meaningfully they construct a building without strong foundation. Imagine, what a brittle and weak it is. When the wind blows or the ground shakes, his/her building will fall down. So there is no reason for students to do not make Reading as a priority.

Unfortunately, all of student in comprehending what they read are not same, some people are easier to comprehend what they read but some people are not. Students also find difficulties in understanding new vocabularies and sentence complexity. Facing this situations, students tend to translate the text word by word that causes misunderstanding in meaning. Students waste their time mostly in translating the text in order to answer the questions. This causes many students failed to find the implied ideas or moral values.

Reading strategies are helpful in comprehending[3], not only that, reading strategies also make reading activity become a fun and impressive activity[4]. Certainly that is because the strategies created for reading. But, how about language learnig strategies? Is the reading strategies same to language learning strategies in helping reader to comprehend?

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[3] Ahmed F. al Alwan, The Effect of Using Metacognition Reading Strategies on Reading Comprehension of Arabaic Text.(Jordan : Hashemite university, Academic Journal . 2009) p. 2 1 retrieved from *http://eis.hu.jo* accessed on Oktober 24th 2017 at 21:35

[4] Jennifer and friends, The Effect of Reading Strategies in Comprehension for Elementry Age Learners (Papers, St Cathreine University. 2013) p. 25 retrieved from *: http://sophia.stkate.edu* accessed on Oktober 24th 2017 at 21:55

As known,  there are some strategies was found by Rebecca Oxford. Commonly the strategies are direct and indirect strategies[5]. Direct strategies are the language learning strategies that directly involved the target language and also required mental processing of language. The indirect strategies are used for general management of learning can be linked to the director of the play. All of the strategies are memory strategy, cognitive strategy,compensation strategy, affective strategy, and social strategy.

Language learning strategies are very useful for  either comprehension or production, especially compensation strategy. Compensation strategy is used for comprehending target language when the learners are insufficient in it [6]. Compensation strategy also is used by learnenrs to solve limitation in English. The correlation between compensation strategy and students' reading comprehension is significant. It is based on Hervil and friends research[7]. Further, Hervil and friends also state that the contribution of language learning strategy toward reading comprehension is 79.4%.

The correlation of each strategy (memory, cognitive, compensation, affective, and social)  and reading comprehension will be known. Based on connection with the problems above and  agreement with others researcher, the researcher will try

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[5] Rebecca L. Oxford. *Language learning strategies: What every teacher should know*. (New York: Newbury House/Harper & Row, 1990) P.14

[6] *Ibid,.* p.47

[7] Hervil Fourdini, Desmawati Radjab, and Refnaldi. The Correlation between Students' Language Learning Strategies in Reading and Their Reading Comprehension. (English Department, State University of Padang, March 2014) retrieved from *http://ejournal.unp.ac.id* accessed on November 1st 2017.

to know about the correlation between Compensation Learning Strategies and Reading Comprehension.

## B. Identification of the Problems

Based on an interview activity with several students, the researcher identified some problems in students of TBI (English department). The problems are students feel hard to express varied of words, the students are afraid to spell every words correctly,  the students are difficult in constructing a good sentence with appropriate word. Further, when the students read  a print particularly the textbook, they feel difficult to comprehend it.

## C. Limitation of the Problems

According to the problems mentioned above, the problems are complex and wide. Therefore, the researcher delimitated the problem research. The limitation of the problems about the students' difficulties in comprehend the text. So, the researcher would like to find the correlation between compensation strategy and students' reading comprehension.

## D. Formulation of the Problems

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

1. How is the compensation strategy of seventh semester students of English Department IAIN Padangsidimpuan?

2. How is the reading comprehension of seventh semester students of English Department IAIN Padangsidimpuan?

3. Is there a significant correlation between compensation strategy and reading comprehension of seventh semester students of English Department IAIN Padangsidimpuan ?

E. **The Purposes of the Research**

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

1. To describe the compensation strategy of seventh semester students of English Department IAIN Padangsidimpuan.

2. To describe reading comprehension of seventh semester students of English Department IAIN Padangsidimpuan.

3. To examine significance of correlation between compensation strategy and reading comprehension of seventh semester students of English Department IAIN Padangsidimpuan.

F. **Significances of the Study**

The result of the study will complete what has been found in the area of English learning. Meanwhile, practically the result of this study will inform English teacher in their attempt to decide the best strategy in understanding the passage in a book.

This study hopefully can be useful for :

1. For leader of English Department, to give information about students' compensation strategy and students' reading comprehension.

2. For lecturers, to give information about students' compensation strategy and students' reading comprehension. So, the lecturers can suggest the students more active and creative in choosing and using language learning strategy.

3. The other researcher, the result of the research hopefully can help the other researcher who will conduct the research in some topic. This research can give them information about the correlation between compensation strategy and reading comprehension.

## G. Definition of Operational Variables

1. Compensation strategies

    Compensation strategy is a strategy that learners use when they get their limit in learning process, in which compensation strategies enable learners to use the language either in speaking or writing and listening and reading despite knowledge gaps. It is such kinds of strategies that have been apply by the students in their reading activities.

2. Reading comprehension

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

## H. Outline of the Thesis

The systematic of this research will divide into five chapters. Each chapter will consist of sub chapters with detail, as follow:

1. Chapter one consisted of introduction, they are: background of the problem, identification of the problems, limitation of the problem, definition operational variables, formulation of the problems, purposes of the research, the significances of the study and outline of the thesis.

2. Chapter two consisted of theoretical description with some sub theory about compensation 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, procedures of the research, and technique of analysing data.

4. Chapter four consisted of the research result and talking about the analysis of the data. It consisted 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 researcher myself.

# CHAPTER II

## THEORETICAL DESCRIPTION

### A. Theoretical Description

#### 1. Compensation Language Learning Strategies

##### a. Language Learning Strategy

Strategy means every helpful thing that we are using for getting the purpose. According to Hornby, the definition of strategy is the arts of planning operation in war; esp of the movements and of armies and navies into favourable position for fighting; skill in managing and taking a move any affair[1]. Comparably Brown argued that strategy is a specific method of approaching problems or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information[2]. Referring to these three defenitions, language learning strategies could be in many forms which are useful to improve language learning by facilitating internalization, storage, retrieval or use of the new language. It also should be noted that learners use different strategies to solve or approach a problems.

Much attention has been focused on Learning strategies since the late 1970s, and the research in the domain of language learning strategies has increased immediately. As Rubin discussed, many foreign language teachers

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[1] A.S.Hornby. *Oxford Advanced Learners Dictionary of Current English,* (London: Oxford University Press,2009). P.854

[2] H.D. Brown. *Principles and Practices of Language Learning and Teaching,* (New York: Addison Wesley Longman, 2000). Fourth Edition. P. 113

were so concerned with finding the best method of process of learning[3].
Nevertheless, within the past decade, attention on the research of foreign
language had changed from the teacher to the student, and it was not a signal
of decline, but it was an advance of their competency in second or foreign
language.[4]

An increasing interest toward language learning since 1970s was signed
with many researchers defined learning strategies, and some managed to
describe strategies more specifically. First, Wenden and Rubin have described
learning strategis as any sets of operations, steps, plans, routines used by the
learner to facilitate the obtaining, storage, retrieval, and use of information[5].
Second, Learning strategies were also illustrated as special thoughts or
behaviors that individuals use to help them comprehend, learn, or retain new
information. Third, Richards and Friends argued that learning strategies are
intentional behavior and thoughts that learners make use of during learning in
order to better help them understand, learn, or remember new information.[6]
Fourth, Rubin stated that language learning strategies contribute to the
development of the language system which the learner constructs and affect

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[3] J.Rubin , *What the "good language learner" can teach us*, (TESOL Quarterl 1975), P. 41

[4] M.A Reiss, *The good language learner: another look*, (Canadian Modern Language Review 1985). P.511.

[5] Wenden and Rubin, *Learner strategies in language learning*, (Englewood Cliffs, NJ: Prentice Hall, 1987) . P.19

[6]Richards, J. Platt & H. Platt, *Longman Dictionary of Language Teaching and Applied Linguistics*. (Essex: Longman, 1992) . P.209

learning directly[7]. Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information.

Many professional experts in the area of language learning had helped to define learning strategies as a standard definition, One of the most applicable definition was provided by Rebecca L. Oxford. Rebecca defined language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations[8]. It is, indeed, a reflection of what the learner intends to do and the specific actions he can take. Rebecca also prominently includes how context plays a crucial role in the language learning process.

Language learning strategies are very helpful for learners of ESL and EFL and also teachers. It helps learners to understand language and it helps teachers to teach language. Language learning strategies are among the main factors that help determine how and how well the students learn a second or foreign language, and how and how well the teachers teach, beside their own motivation in learning it.

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[7] Stern, H.H., *Issues and Options in Language Teaching.* (Oxford Univesitiy Press, 1993.) P.11

[8] Rebecca L. Oxford. *Language learning strategies: What every teacher should know*. (New York: Newbury House/Harper & Row, 1990) P. 8

**b. Classifications of Language Learning Strategies**

Research about language learning strategies started at 1970s. It is signed by many researchers defined and classified about learning strategies. According to Rubin, language learning strategy is a study in which the main focus was on the strategies of successful language learners[9]. In her study also she stated that once identified, such strategies could be offered to less successful learners. Rubin classifies learning strategies according to processes which contribute either directly or indirectly to language learning[10]. Learning strategies that language learners employ in the process of learning a new language has been identified and described by the researchers. Learning strategies have been classified by many professional experts in the area of language learning[11]. Thus, the classification of language learning strategies is made by the experts from time to time. This classifications of language learning strategies come to be completed on latest two decades.

The experts categorized language learning strategies reflect relatively the same categorizations of language learning strategies without any fundamental changes. The experts developed their own taxonomies of strategies according to their research findings by applying different methods of data collection. For that reason, it might not be appropriate to compare them and assess their

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[9] J. Rubin. *What the Good Language Learners can Teach Us*. (TESOL Quarterly, 1975) P. 41
[10] *Ibid.,* P. 51
[11] Phezman Zare, *Language Learning Strategies Among EFL/ESL Learners: A Review of Literature,* International Journals ( Marvdasht Branch, Islamic Azad University. Marvdasht, Iran. 2012) Vol.2 No.5. P.164. link : http://mafiadoc.com acces on June 12th 2017. At 10.00 am

influence on teaching and learning process. But, studying them possibly will help both language teachers and language learners to understand language learning strategies and different methods which are involved in strategy use.

The classifications of language learning strategies, first, O'Malley classifies language learning strategies into three main categories: Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies[12]. Second, Rubin made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include metacognitive and cognitive strategies and indirect strategies include communicative and social strategies. According to Rubin, there are three types of strategies used by learners that contribute either directly or indirectly to language learning. They are Learning Strategies, Communication Strategies, and Social Strategies[13]. Third, Stern classified Language learning strategies into five groups, they are as follows : Management and Planning Strategies, Cognitive Strategies, Communicative-Experiential Strategies, Interpersonal Strategies and Affective Strategies[14]. Fourth, As the researcher stated before, Oxford defined language learning strategies as specific actions taken by the learner to make learning easier,

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[12] O'Malley & Chamot, *Learning strategies in second language acquisition*.(Cambridge University Press,1990) P. 137

[13] John Rubin, *Learner strategies in language learning,* (Englewood, NJ: Prentice/Hall International, 1987) P. 15-30

[14] Stern, H.H., *Issues and Options in Language Teaching.* (Oxford Univesitiy Press, 1993.) P. 25

faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Oxford divided language learning strategies into two main categories, direct and indirect strategies which are also subdivided into six classes[15]. Direct strategies are divided into Memory, cognitive and compensation strategies. And Indirect strategies include metacognitive, affective and social strategies. Indirect strategies provide indirect support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety[16].

Based on the classification of language learning strategies stated above, the researcher will not discuss these all. The researcher will discuss compensation strategy only, and its relationship to the students' reading comprehension as explained on the background.

c. **Compensation Strategy**

Compensation strategy is one part of the learning strategies which is included in direct learning strategies. According to Oxford, compensation strategy is the strategy or tool that enable learners to use the new language for either comprehension or production despite limitation in knowledge. Learners use compensation strategies for comprehending the target language

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[15] Rebecca L. Oxford. *Language learning strategies: What every teacher should know*. (New York: Newbury House/Harper & Row, 1990) P. 50

[16] *Ibid*. P. 51

when they have insufficient knowledge of the target language [17]. The compensation use when learners get the limitation in English.

Compensation strategy are employed by learners when facing a temporary breakdown in speaking or writing. Beside, this strategy also make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. And they need to interpret data by guessing based on their own life experiences.

Oxford devided compensation strategy into two sets, they are guessing intelligently in listening and reading [18], and overcoming limitations in speaking and writing. These two aspects are used for each skills. Here is the explanation :

1) **Guessing intelligently**

Guessing intelligently strategy is used for listening and reading process. The learner who listen a difficult word, unfamiliar phrase, even an uncompleted sentence, the learners can face its all by using guessing intelligently. Then, the learner who can not comprehend unfamiliar words, incomplete phrase, or difficult sentence, the learner can use guessing to solve it.

Guessing is necessary and essential for listening and reading. Guessing helps learners let go oh the belief that they have to recognize and

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[17] *Ibid,.* P. 47
[18] *Ibid.,* P. 49

understand every single word before comprehending the overall meaning. Actually learners can understand a lot of language through systematic guessing, without necessarily comprehending all the details.

In listening and reading, the two strategies which contribute to guessing intelligently refer to two different kinds of clues, these are linguistic and non-linguistic.

**1)   Linguistic clues**

Using language based clues in order to guess the meaning of what is read in the text or target language, in the absence of complete knowledge of vocabulary, grammar or other target language elements. For instance, if the learners do not know the meaning of one word or one prhase or maybe a sentence, the other words would give clues to the meaning of the unknown word and of the whole sentence. There are many linguistic clues that usually use to help learners in guessing the meaning of words, phrase, or sentence.  They are : conjuctions, available examples, available defenitions, symbols, suffix, prefix, and word order are useful linguistic clues for guessing meanings.

**2)  Non-linguistic clues**

When the learners face a situation where they can not understand the meaning of word, phrase, or sentence what they read

or listen and there is no available clues can help anymore, they can use another help. According to Rebecca, this help calls non-linguistic clues. Using clues that are not language-based in order to guess the meaning of what is read in the text, in the absence of complete knowledge of vocabulary, grammar or other elements, non-lingustic clues may come from a wide variety of sources, they are knowledge context, situation, text structure, personal relationships, topic, or 'general world knowledge'[19].

Descriptions of people in oral or written stories can also give clues about the meaning of the rest of the passage. General background knowledge (including knowledge of current affairs, discussion, current affairs, art, politics, and literature) helps language learners to make guesses about what they hear or read. A recent study indicates that associating newly heard information with prior information is a powerful and vey frequently used way to guess the meaning of listening passage.

2) **Overcoming limitation**

All the compensation strategies for speaking and writing contribute to learning by allowing learners to stay in conversations or keep writing long enough to get sustained practice. In speaking and writing, there are eight

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[19] Rebecca. L Oxford. *Language Learning Strategies*. (Massachusetts : Heinle & Heinle Publishers, 1990). P. 93

strategies involved for overcoming limitations. Some of them are dedicated solely to speaking, but some can be used for writing also. The strategies will be stated as :

1) Switching to the mother tongue
2) Getting help
3) Using mime or gesture
4) Avoiding communication partially or totall
5) Selecting the topic
6) Adjusting or approximating the message
7) Coining words
8) Using a circumlocution or synonym[20]

In line with reading comprehension, guessing intelligently becomes the main focus of this research. Guessing strategies are also called inferencing. It involves the use of linguistic and non-linguistic clues. They used for guessing the meaning of difficult words when learners do not understand. Guessing or inferencing actually is just a special case of the way people typically process new information.

Therefore, there are two sets of compensation strategies. The strategies are guessing intelligently and overcoming limitation. Where guessing intelligently is useful for receptive skill (reading and listening) while overcoming limitations is useful for productive skill (writing and speaking).

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[20] Rebecca. L Oxford. *Language Learning Strategies*. (Massachusetts : Heinle & Heinle Publishers, 1990). P. 100

## 2. Reading Comprehension

Reading is receptive skill. Reading is transactional between reader and writer[21]. Reading is also defined as a way to get information from something that is written. Reading involves the introduction of symbols that make up a language. Read and Hear is the second most common way to get information. In conclusion, reading is an activity reader must be focused to attend and from printed or written message and process obtaining meaning from written text. Comprehension is a purpose of reading. Comprehend means understand. Comprehending is a process how the learners are understanding about written and spoken texts. Learners comprehend what they read or listen in many ways. Also learners comprehend what they read or listen in different capability. Some learners are maybe easy to comprehend, some others are not. Richard stated that "comprehension is the process by which a person understanding the meaning of written or spoken language clearly".[22]

In addition, comprehension is the ability to understand the meaning from the writter or spoken language. While, according to Webster's Dictionary "comprehension is the act of grasping with the mind, understanding or knowledge, the capacity for understanding ideas, facts".[23] Thus, it can be concluded that comprehension is improving or testing to understanding of

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[21] David Nunan, *Practical English Language Teaching,* (Singapore: MC Graw, 2003), P.67

[22] Richard A. Renandya, *Language Teaching Methodology* (Cambridge University, 2006),  p. 54

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

language (written and spoken) and comprehension is needed on raeding and listening.

**a. The Purpose of Reading Comprehension**

The important things to be beard in mind is reading is a variant skill, there are different types of reading skills which correspond to the many different purposes we have for reading. The purposes are:

1)  To obtain information for some purpose or because we are curious about some topic
2)  To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works)
3)  To act in a play, play a game, play a puzzle
4)  To keep in touch with friends by correspondence or to understand business letters
5)  To know when or where something will take place or what is available
6)  To know what is happened (as reported in newspaper, magazine, reports, etc).
7)  For enjoyment or excitement.[24]

Rizki Fiprinita says the purpose of reading is to connect the ideas on the page to what readers already know. If the readers do not know anything about a subject, then pouring words of text in to readers' mind is like pouring water in to readers' hand. Readers do not retain much[25].

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

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

Usually the main purpose behind readers' reading is to make connections between what readers already know and what readers need to know. Knowing why readers are reading will greatly increase readers' chances of understanding the material. And there are many reasons why readers might be reading some particular text, they are pleasure and enjoyment, practical application, getting overview, and knowing specific information. reading.[26]

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

1) Leisure-time reading. It is reading for enjoyment which may vary in follow your favorite sport, article, comic and movie program.
2) More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.[27]

The purposes of reading comprehension can be various. It depends on situation and circumstances. Academically, reading is used for comprehending either written or spoken text. Even the purposes of reading might be just for filling the spare time or just increasing the knowledge.

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

## b. The Level of Comprehension

Reading comprehension is a process of reading and understanding written language involve the knowledge of vocabulary, structure and the situation in which language used. Smith Wayne Otto says that there are four level of comprehension,[28] they are:

1) literal comprehension

Literal comprehension is generally accepted as the most simple and basic comprehension skill and one requires little thinking or reasoning. Somebody who comprehend the written text by read the words and the meaning only without thinking the hidden meaning.

2) Interpretation

Definitely involves thinking skill and require readers to identify ideas and meanings are not explicitly stated that in the written text. Within the interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

3) Critical Reading

Critical reading is an activity where the reader read the passage deeply. Sometimes they just look for the mistakes

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[28] Smith Wayne Otto, *How To Teach Reading*,( America: Addison-Wisely Publishing Company 1978) p. 156

inside of it. To be a critical reader, people have to read  every time  and everywhere. The critical reader also has to evaluate what they read.

4) Creative Reading

Creative reading beyond what the author has written, applying ideas from the text to new situation and recombining the author's ideas to from new concepts or to expend old ones. Through creative reading the reader create something new idea, the solution to a problem, a new way of looking at something. The creative reader also discuss what they read with people or another readers.

c. **Reading Assessment**

Assessment requires planning and organization. Assessment is a tool to measure how far ability and comprehension of the student. In this case the researcher used descriptive text for measuring students' comprehension. In assessing reading comprehension, there are some indicators :

1) Identifying topic sentence
2) Identifying main idea
3) Identifying important information
4) Identifying vocabulary
5) Identifying conclusion[29]

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[29] 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.

Assessing the student's reading comprehension by using these indicators is a must, because when students are able to identify the topic sentence, it means students know about what are students read generally. Also when the students are able to identify main idea, important info, vocabulary and students make a correct conclusion, it means students are already understood what the students read about.

So, five points of indicators are stated above is a way to measure students reading comprehension. The indicators are students can identify topic sentence, main idea, important information, vocabulary and conclusion.

### d. Descriptive Text

Text of description is a text which is consisted of description of a thing. Oshima and Hogue said that Descriptive text is a written English text which the writer describe an object, the object can be concrete or abstract object. An object here can be person, animals, and things.[30]

From explanation above, it can be concluded that descriptive text is a text which is telling an object with the purpose for describing object. It can be a person, a tree, a house or building, and a place. This

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[30]SanggamSiahaan, *Generic Text Structure,* (Yogyakarta:GrahaIlmu, 2008), p.89

text usually has function for describing a particular person, place or thing.

Here is an example of description text :

**My Sphinx Cat**

My Sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My sphinx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color verities including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. he is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my family.[31]

The example above shows us about a cat. The name of cat is Sphinx. Some information about the cat are explained by the writer. The writer purpose in writing the descriptive text is to describe about his cat named Sphinx.

B. **Conceptual Framework**

The successful of reading comprehension depend on some factors. one of them is how the students learning strategy in reading comprehension. compensation strategy helps students' in reading. Infact, there are so many students still did not know how to use compensation strategy in reading. So, the

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[31] Nurdiono, Purpose and Example Descriptive Text, Link : *http://nurdiono.com* , accessed on October 31st 2017.

researcher tries to search the correlation compensation strategy to students' reading comprehension.

Compensation strategy is one type of learning strategy that learners use in order to learn more successfully. According to Oxford, compensation strategy defines as strategy is used by the learners to understand difficult words, phrase, sentence and passage. Then compensation is also for solving their problem in reading comprehension.

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 identify main idea, determine conclusions, identify important info and recognize details from the selection.

So, the researcher concludes that two variable of this research are compensation learning strategy as independent variable (X) and reading comprehension as dependent variable (Y), the relation of variables could be seen on figure below:
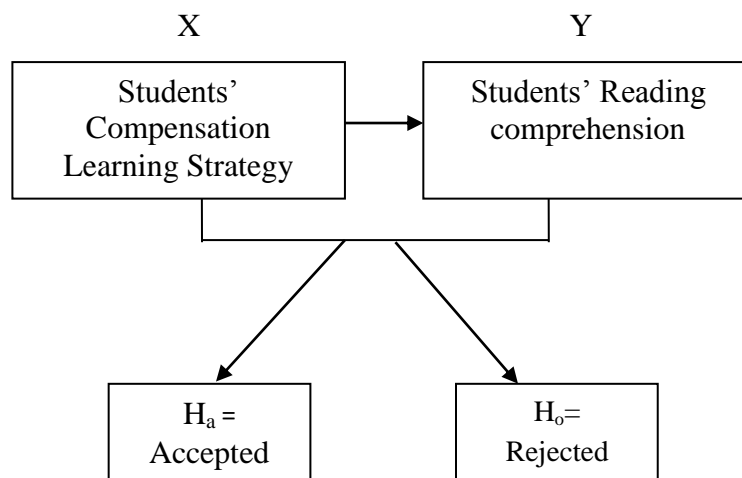
## C. Review of Related Findings

This research was not the first work that had been done, there were several researchers which had done the same work. Firstly, Moomala Othman who had found that the relationship between reading comprehension and reading strategy use was significant relationship[32]. Furthermore, use of reading strategies had a strong positive correlation with reading comprehension achievement

Second, Vesveranda Lousia Kaunang found that the implementation of compensation strategies improved students' reading comprehension[33]. Third, Ana Belén Cabrejas, she found that Compensation strategies had been found to be useful to make up for lack of linguistic knowledge and to keep the composing going.[34] Thus, in can be concluded that the compensation strategy is very useful and helpful for students' reading comprehension.

Therefore, the researcher wanted to know the relationship of compensation learning strategy and reading comprehension. So, this research had been done by the researcher to complete the findings above.

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[32] Moomala Othman, The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learner.(An International Journal of Humanities and Social Science. Malaysia, 2013)Vol. 3. Link : *http://ijhssnet.com* acces on August 10th 2017.

[33]Vesveranda Lousia K., The Implementation of Compensation Strategies to Improve the 8th grade Student' Reading Comprehension. (UNY. Yogyakarta, 2014). Link: *http://eprints.uny.ac* acces on August 10th 2017

[34] Ana Belén Cabrejas, The Compensation Strategies of an Advanced and a Less Advanced Language Learner: A Case Study. (Universidad de Valencia, Spain 2012) Link : *http://academypublication.com* accessed on October 31st 2017.

## D. Hypothesis

The researcher has made the hypothesis, the hypothesis in this research are:

Ha : "There is a significant correlation between Compensation learning strategy and students' reading comprehension at seventh semester of English Department in IAIN Padangsidimpuan."

Ho : There is no significant correlation between Compensation learning strategy and students' reading comprehension at seventh semester of English Department in IAIN Padangsidimpuan."

# CHAPTER III

## RESEARCH METHODOLOGY

### A. Time and Place of the Research

Talking about time and place, this research was taken at the seventh semester students of IAIN Padangsidimpuan. The location of this college was at H.T Rizal Nurdin sub-distric of Sihitang, Distric of South East Padangsidimpuan, Municipality of Padangsidimpuan, province of North Sumatera, Indonesia. This research had begun on November 2016 and finished on Oktober 2017.

### B. Research Design

In line with the goal of this research, it is to examine significant correlation between Compensation learning strategy and students' reading comprehension at the seventh semester of English Department in IAIN Padangsidimpuan. This research followed the quantitative research in which the researcher would like to describe the real phenomenon in the field of students' compensation strategy in relation to reading comprehension of the third year students of English Department IAIN Padangsidimpuan.

### C. Population and Sample

1. Population

The population of this research is taken from all of the seventh semester students of English Department in IAIN Padangsidimpuan in academic 2017-2018. Based on the explanation above, the population research consists of four class. So, it can be seen in the table :

**Table 01**
**Population of the research**

| 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 of the research has been gotten by using random sampling because with using random, the research can get the fair 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. The research has taken 30% from population in this research.

**Table 02**
**Sample of the Research**

| 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 sample of the research is 37 people from all population. They were 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 and it was taken by lottery.

**D. Instruments of the Research**

A good research is a research which have guarantee for taking the valid data. To get the data in this research, the researcher will use the instruments and the instruments are test and questionnaire. The instrument for examining the compensation learning strategy of the students was a questionnaire. And the instrument for examining the students reading comprehension was test.

1. Questionaire

Questionnaire is a simply "tool" to collect and record information about particular issue of interest. Questionnaires is a list of questions are given to

every students, in order to give the respond that was appropriate to user's will.[1] It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details.

**Table 03**
**Lycert scale**

| Option | Score |
|--------|-------|
| Always | 5 |
| Often | 4 |
| Sometimes | 3 |
| Almost never | 2 |
| Never | 1 |

Questionnaires have defined as 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 Compensation Learning Strategy can be seen as table below[2] :

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[1] Riduan, *Belajar Mudah Penelitian Untuk Karyawan-Guru dan penelitian pemula*, (Bandung: Alfabeta,2005), p.71

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

**Table 04**
**Compensation strategy indicators**

| No | Compensation Learning Strategy | Total Questionare | Number of items |
|---|---|---|---|
| 1. | Guessing intelligently<br>a. Using linguistic clues<br><br>b. Using non-linguistic clues | 10<br><br>10 | 1,2,3,4,5,6,7,8,9,10<br><br>11,12,13,14,15,16,17,18,19,20 |
| | Total | 20 | 20 |

2. Test

Test is the questions or view and other tool used for measure skill, knowledge, and intelligent ability. Brown states a test is a method of measuring a person's ability or knowledge in a given domain.[3] And procedures of collecting the data is conducted, they are: The question and answer sheets are firstly distributed. Then the researcher reads the instruction and explains how to do test. And then students are asked to put their identity on to the answer sheet. After that, the researcher gives time for doing the test. Finally, the researcher collects the answer sheet after the time is over.

Researcher uses multiple choice test to know students reading comprehension. There are twenty items of multiple choice questions. In

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[3]H. Doughlas Brown, *Language Assesment: Principles and Classroom Practices,(* United States of America: San Francisco State university, 2004), p. 384

every items of question is scored by 5, so the total scores are 100. The researcher has some indicators in reading comprehension. The indicators here are based on O'Malley's determination. The indicators are :

1) Students are able to identify generic structure/ characteristic of the text
2) Students are able to identify topic sentence of text.
3) Students are able to identify main idea from text.
4) Students are able to analyze vocabulary in context.
5) Students are able to identify conclusion/coda of text.[4]

Every question is given 5 score. So, the maximum score that the students get is 100. Researcher uses multiple choice test, the item is usually set out in such a way that the candidate is required to select the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgement when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.[5]

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

**Table 05**
**Reading comprehension indicators**

| 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 |

## E. Technique to validate the instruments

A good research is a research which have guarantee for taking the valid data. To get the valid data in this research, the researcher used :

### 1. Test validity

The validity of the test extent to which the test measures what was intended. To measure validity, the researcher uses a formula. The validity is the chance which shows the level of instrument about measurement of a thing. To validate the questions, the researcher used the formula :

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

Where : rxy = Koefisien Validity of the test

X = Score for each item test

Y = Score for all item test

N = Number of students.

Examination of validity is 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 as a valid data. It is for 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 only 20 multiple choices.

## F. Techniques to collect the data

To collect the data of the research, researcher used examination. the questionnaires was used for getting the data of studnets' comprensation strategy while the test was used for getting the data of students' reading comprehension.. The process of collecting data is explained as:

1. The researcher enter to each classrooms of the sample to collect the data (this process is about 3 days)

2. In the classroom, the researcher introduces himself and explain the aim, asking for sample's permission and give them paper of test and questionnaire.

3. The researcher instructs the students to answer the questions truthfully and honestly.

4. All of the sample answer the test and questionnaire (this process is about one half hours)

5. The researcher collect the papers again.

6. The researcher says appreciation words to all students/respondents because of their kindness. Then the researcher exit from the classroom.

7. The researcher analyze the data

## G. Techniques to analyze the data

After doing a data collecting, the researcher analyze the data. The researcher uses quantitative formula because this research is a quantitative research. The technique are used for analyzing the data is a statistical process. The steps of analyzing are :

1. The researcher check off  all of the sample work sheets and give mark.

2. The researcher note marks in tables and analyze it. The analysis is consisted of highest, lowest, mean, median, and modus score.

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 06**
**Interpretation of the result**

| No | Interval | Predicate |
|----|----------|-----------|
| 1 | 80-100 | Very good |
| 2 | 70-79 | Good |
| 3 | 60-69 | Enough |
| 4 | 50-59 | Less |
| 5 | 0-49 | Fail.[6] |

To know the correlation between compensation strategy and reading comprehension, the researcher used the formula of Pearson product moment. The formula was:

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

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:

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[6] Nana Sudjana and Ibrahim, *Penelitia ndan PenilaianPendidikan* (Jakarta: SinarbaruAlgesindo, 2002), p. 153.

**Table 07**
**Index of product moment correlation**

| 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[7] |

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

$$Kp = r^2 \text{ x } 100\%$$

Where :

Kp = determine correlation

r = coefficient correlation[8]

To examine the significances of correlation between compensation strategy (variable X) and reading comprehension (Variable Y) the researcher uses formula of :

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

t = result of t-test
n = total of sample
$r_{xy}$= coefficient correlation between x and y[9]

[7] Anas Sudjono, *pengantar statistic pendidikan* (Jakarta : PT Raja Grafindo Persada, 2008), p 193.

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

[9] Riduwan, *Belajar mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula*, p. 98.

# CHAPTER IV

## RESULT OF THE RESEARCH

A. **Students' Compensation Strategies**

To make easy in understanding this research, it was described based on two of variables. The first variable was compensation learning strategy (Variable X). The researcher took the data of Students compensation learning strategy by using 20 items of question. The indicators of Guessing intelligently were devided in to two, they are using linguistic clues and non-linguistic clues. Each indicator consist of 10 questions.

The researcher had given the questionnaires to the sample to be answered. The scores were various. It seemed from the lowest and highest score. The table below will show it :

**Table 08**
**The Result of Students' compensation strategy**

| No | Initial | Students' Score | Interpretation |
|----|---------|-----------------|----------------|
| 1 | AN | 60 | Enough |
| 2 | AS | 57 | Less |
| 3 | AB | 60 | Enough |
| 4 | AA | 62 | Enough |
| 5 | AW | 62 | Enough |
| 6 | AD | 58 | Less |
| 7 | DAL | 62 | Enough |
| 8 | DS | 61 | Enough |
| 9 | DM | 57 | Less |
| 10 | EK | 60 | Enough |
| 11 | EH | 57 | Less |
| 12 | FKD | 59 | Less |
| 13 | FN | 62 | Enough |
| 14 | GAH | 63 | Enough |
| 15 | HM | 60 | Enough |
| 16 | HL | 63 | Enough |

| No | Initial | Students' score | Interpretation |
|---|---|---|---|
| 17 | IA | 57 | Less |
| 18 | ISS | 65 | Enough |
| 19 | MA | 58 | Less |
| 20 | MPS | 71 | Good |
| 21 | NT | 61 | Enough |
| 22 | NTP | 61 | Enough |
| 23 | NIN | 66 | Enough |
| 24 | N | 59 | Less |
| 25 | NH | 57 | Less |
| 26 | NS | 62 | Enough |
| 27 | NY | 58 | Less |
| 28 | RS | 64 | Enough |
| 29 | R | 56 | Less |
| 30 | RN | 60 | Enough |
| 31 | SD | 55 | Less |
| 32 | SA | 54 | Less |
| 33 | TDK | 57 | Less |
| 34 | TM | 61 | Enough |
| 35 | WHD | 50 | Less |
| 36 | WH | 62 | Enough |
| 37 | YH | 57 | Less |
| Tot. | | $\sum X = 2214$ | |

Actually, the result of students' compensation strategy could be seen in the appendix part. The scores of students' compensation strategy could be seen as follows :

**Table 09**
**Students' compensation strategy score**

| No | Statistic | Variable X |
|---|---|---|
| 1. | Highest score | 86 |
| 2. | Lowest score | 48 |
| 3. | Range | 38 |
| 4. | Mean | 69.47 |
| 5. | Median | 67 |
| 6. | Modus | 67.1 |

By seeing the table above, it is known that students' compensation strategies were truthfully various. The highest score was 86, the lowest score was 48 and the range, mean, median, modus sequentially were 38, 69.47, 67 and 67.1. The complete calculation of students' compensation strategy could be seen on appendix 8.

By seeing the table above, it is seen that students' mean score was in point of 67.47. It meant that seventh semester students of TBI was not good in compensation but not too bad also. To know the revelation of students' compensation strategy, the researcher provided the data. The data was grouped as follows :

**Table 10**
**Data of Compensation learning strategy**

| Interval | Mid Point | Frequency | Percentages |
|----------|-----------|-----------|-------------|
| 48 – 53 | 50 | 1 | 2.7% |
| 54 – 59 | 56 | 6 | 16.2% |
| 60 – 65 | 62 | 4 | 10.8% |
| 66 – 71 | 68 | 10 | 27% |
| 72 – 77 | 74 | 9 | 24.3% |
| 78 – 83 | 80 | 5 | 13.5% |
| 84 – 89 | 86 | 2 | 5.4% |
| **Total** | | **37** | **100** |

The table above showed the mid point of students' compensation strategy. The highest frequency was in point of 68, it was 10 respondents.

From the calculation we could see that the percentage was 100 percent. In order to get a description of the data clearly and completely, the researcher provided them in histogram on the following figure :
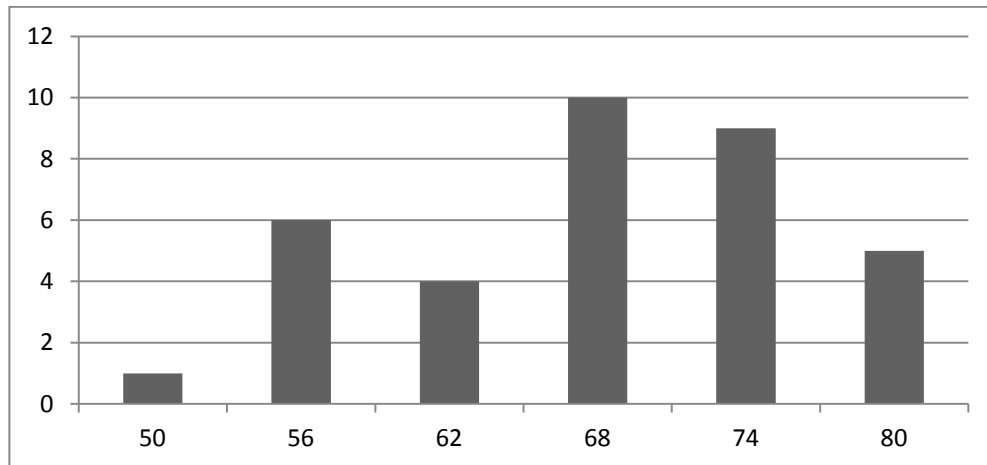


**Figure 01**

According to the table and chart, it was known that the variable revelation of students' compensation strategy shown that the respondent at interval 48-53 were 1 students (2.7%), interval 54-59 were 6 students (16.2.5%), interval 60-65 were 4 students (10.8%), interval 66-71 were 10 students (27%), and interval 72-77 were 9 students (24.3%), interval 78-83 were 5 students ( 13.5% ), interval 84-89 were 2 students (5.4%).

**B. Students' Reading Comprehension**

The researcher had given the printed multiple choices test to the respondent and every respondent had answer the test truthfully. The test result of students' reading comprehension was very various. The table will show it:

**Table 11**
**The Result of Students' Reading Comprehension**

| No | Initial | Students' Score | Interpretation |
|----|---------|-----------------|----------------|
| 1 | AN | 65 | Enough |
| 2 | AS | 85 | Very Good |
| 3 | AB | 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 | N | 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 |
| 32 | SA | 40 | Fail |
| 33 | TDK | 30 | Fail |

| No | Initial | Students' score | Interpretation |
|---|---|---|---|
| 34 | TM | 100 | Very Good |
| 35 | WHD | 40 | Fail |
| 36 | WH | 95 | Very Good |
| 37 | YH | 55 | Less |
| Tot. | | $\sum Y = 2220$ | |

It seemed from the score itself. Almost half of respondent got bad score. The score table will show it :

**Table 12**
**Students' reading comprehension score**

| 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 |

By looking the table of score above, we could see that the highest score was 100, it was an excellent score but The lowest score was 30. It meant there were some respondents who got 7 correct answer only. by looking this table, we also knew that the students' reading comprehension was sufficient. It seemed from the mean score, it was 59.82. The median score of students' reading comprehension was 61.5 and the modus score was 89.5. It was not too bad for them.For more complete the result data, we could see on the table :

**Table 13**
**Data of students' reading comprehension**

| Interval | Mid Point | Frequency | Percentages |
|----------|-----------|-----------|-------------|
| 30-41 | 35 | 9 | 24.32% |
| 42-53 | 48 | 6 | 16.21% |
| 54-65 | 59 | 10 | 27.02% |
| 66-77 | 71 | 4 | 10.81% |
| 78-89 | 83 | 3 | 8.10% |
| 90-101 | 95 | 3 | 13.51% |
| **Total** | | **32** | **100%** |

According to the table above, we knew that almost half of respondents got low score. It was 16 from 37 respondents were in bad predicate and It was 42 percents from 100 percents. In order to get a description of the data clearly and completely, the researcher presented them in histogram on the following figure:
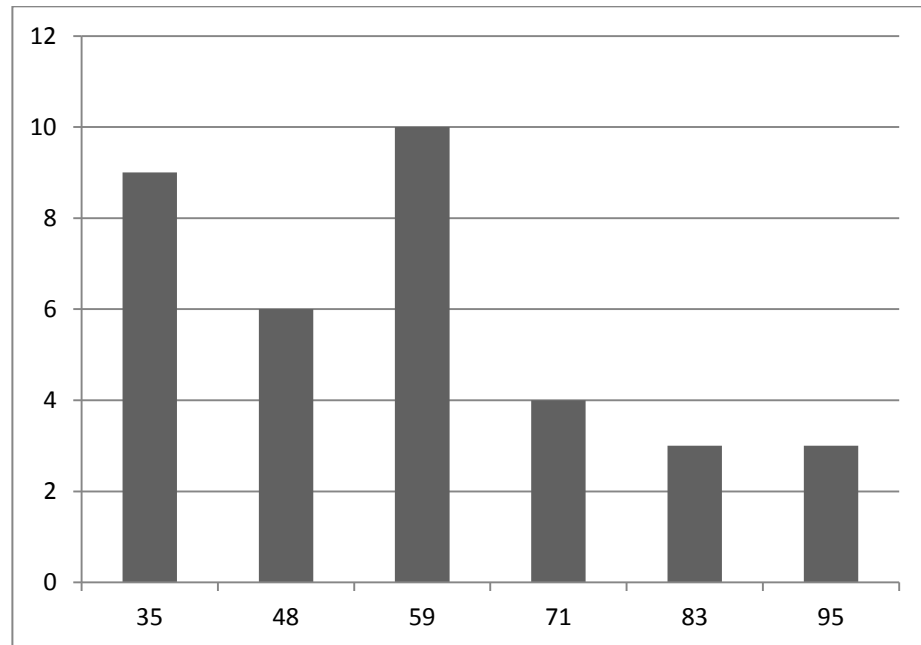
**Figure 02**

Based on the chart above, it was known that the variable revelation of reading comprehension shown that the respondent at point of 35 was 9, the respondent at point of 48 was 6, the respondent at point of 59 was 10, the respondent at point 71 was 4, the respondent at point of 83 was 3 and the respondent at point of 95 was 3.

## C. Testing of Hypothesis

The testing of hypothesis had an objective to determine the correlation between Compensation Strategy and Reading Comprehension at seventh semester of English Department in IAIN Padangsidimpuan by using the t test. Before testing the hypothesis, first performed was the calculation of the scores obtained by the respondents as follows:

$\sum$X $\quad$ = 2566

$\sum$Y $\quad$ = 2220

$\sum$X$^2$ $\quad$ = 180723

$\sum$Y$^2$ $\quad$ = 147550

$\sum$XY $\quad$ = 152975

Using the data above, the calculation of the data was follows :

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

$$= \frac{37\,(152975) - (2566)(2220)}{\sqrt{\{37\ x\ 180723 - (2566)^2\}\{37\ x\ 147550 - (2220)^2\}}}$$

$$= \frac{5660075 - 5696520}{\sqrt{\{6686751 - 6584356\}\{5459350 - 4928400\}}}$$

$$= \frac{-36445}{\sqrt{(102395)(530950)}}$$

$$= \frac{-36445}{\sqrt{54366625250}}$$

$$= \frac{-36445}{233166,52}$$

$$= \text{-0.156}$$

Based on calculation of $r_{xy}$ between variable X and Y above, the researcher got -0.156 . At the significant level 5%, the $r_t$ = 0.361. So the score $r_{xy}$ was lower than $r_t$ ($r_{xy} < r_t$ ), -0.156 < 0.361. According to the table 07 about Index product moment correlation, the researcher got the correlation between compensation 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. It means when the students are better in using compensation strategy, their reading

comprehension will be lower. Meanwhile, when the students are not better in using compensation strategies, the students' reading comprehension are going better.

Looking for the contribution of variable X to variable Y, the calculation as follows:

KP = The score of determine coefficient

r = The scores of the coefficients correlation

$$KP = r^2 \text{ x } 100 \text{ \%}$$

$$= (-0.156)^2 \text{ x } 100\%$$

$$= 0.024 \text{ x } 100\%$$

$$= 2.4\%$$

The percentage of contribution variable X to Y was 2.4%. This percentage of contribution was very small. It meant Students' compensation strategy had a small contribution to the students' reading comprehension but there were still a contribution, even though its contribution was very small.

To test the truth of significant correlation, the researcher used the formulation of $t_{count}$ or $t_{test.}$ The calculation as follows:

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{-0.156\sqrt{37-2}}{\sqrt{1-(-0.156)^2}}$$

$$= \frac{-0.156\sqrt{35}}{\sqrt{1-0.024}}$$

$$= \frac{-0.156\,(5.92)}{\sqrt{1-0.024}}$$

$$= \frac{-0.923}{\sqrt{0.976}}$$

$$= \frac{-0.923}{0.988}$$

$$= -0.934$$

Based on the calculation above, the researcher found $t_{count}$ = -0.934 and dk = (N-2) = (37-2) = 35, and real α = 0.05, the researcher found that $t_{table}$ = 2.704. The researcher got $t_{count}$ was lower than $t_{table}$ ($t_{count} < t_{table}$), then, Ho was accepted and Ha was rejected. In other words, it can be said that the correlation between students' compensation strategies and students' reading comprehension are not significant. So, there was no significant correlation between compensation strategy and studnets' reading comprehension.

## D. Discussion

Compensation strategy is one of six learning strategies that found by Rebecca L. Oxford[1]. Compensation here is a strategy or tool that learners use to solve their limitation in comprehending difficult vocabulary or maybe sentence in reading. As known, reading comprehension is an act of understanding ideas or fact in written text.

According to the related findings that the researcher stated on chapter 2, Vesveranda said in her thesis that the implementation of compensation strategy was improved students' reading comprehension[2]. Students' knowledge and ability to guess the content and difficult words through pictures and sentence surrounding the words was elicited by the strategies. In brief, students' reading comprehension increased as displayed in the increase of the gain score gained by deducting the mean score of the pre-test from the mean score of the post test.

According to the Oxford's explanation, she said that students use compensation strategies for comprehending the target language when they have insufficient knowledge of the target language. Compensation also can solve the

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[1] Rebecca L. Oxford. *Language learning strategies: What every teacher should know*. (New York: Newbury House/Harper & Row, 1990) P. 50

[2] Vesveranda Lousia K., The Implementation of Compensation Strategies to Improve the 8th grade Student' Reading Comprehension. (UNY. Yogyakarta, 2014). Link: *http://eprints.uny.ac* acces on August 10th 2017

students problem specially in understanding text. Accordingly, Eva Belen Cabrejas stated that compensation strategies had been found to be useful to make up for lack of linguistic knowledge and keep the composing going.. Otherwise, when the researcher myself did the same research in knowing about correlation between compensation strategy and reading comprehension, the result of my research exactly contrary to Vesveranda result and Oxford theory. Where, the correlation between X (compensation strategy) and Y (reading comprehension) was very low. Even its relationship was a negative relationship. So that when students' compensation is good, their reading comprehension actually worsens.

By looking to Vesveranda's research, the researcher already knew what factors make both these research become different. It was because of the using of group discussion and various guessing games in vesveranda's method and it made her students felt more enthusiastic to join the learning process and actively involve to the lesson. So, Students' motivation to read was also improved as well.

What is found by Vesveranda was different from what found by the researcher. It was caused by different situations and data collective method. That is, the relationship between X (compensation) and Y (reading comprehension) will be strong if there is improvement of situation and data collection.

## E. The Threats

This research has some limitations. The limitations are time and numbers of question item in doing the test, also condition and motivation of sample when do the test.

The time is given to the students in doing the test is very limited. It is because of they were in lectured time. All of the respondents only have eighty minutes to answer questionnaires and multiple choices. The numbers of the questionnaires and the multiple choices are 80. It means, one item for one minute only. It rushed them in answering the question, that is why they answer carelessly.

This research was held in afternoon and they had many lesson to be learned before answering. Further, the sample or respondents are in tired and bored condition and they are in lack of motivation to answer the test and questionnaire was given. So they answered the questionnaires and multiple choices uninterestingly.

Based on explanation was stated above, the researcher concluded that the limitations make the research became not running well. The result of this research is not appropriate to what is being hoped.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

After getting a result of the research, this research come to conclude. The conclusions are :

1. The compensation strategy of seventh semester students of English department IAIN Padangsidimpuan is enough. It is looked from the mean score. It is 69.47.

2. The reading comprehension of seventh semester students of English department IAIN Padangsidimpuan is less. It is looked from mean score. It is 59.82.

3. Thus, based on the result of data calculation, the researcher determine the alternative hypothesis (Ha) was rejected and null hypothesis (Ho) was accepted. It is because of $t_{count} < t_{table}$ (-0.934 < 2.704), it means that there was no significant correlation between compensation learning strategy (variable X) and student's reading comprehension (variable Y) at seventh semester of English Department IAIN Padangsidimpuan. Meanwhile, although the correlation is not significant but it has the correlation for reading comprehension.

### B. Suggestion

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

1. English Lecturers should improve their English teaching and learning process especially in stimulation of using compensation 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 find about the using compensation strategy to students reading comprehension.

4. For the reader who wants to make the similar topic in future, the researcher suggest you to make another variable.

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**CURRICULUM VITAE**

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**APPENDIX 1**

**Name**          :_____
**Class**          :_____
**Instructions** : **Read and answer these questions carefully and truthfully.**

1. Saya membaca sebuah teks tertulis tanpa memandang perlu arti kata-kata sulit didalamnya.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

2. Ketika saya tidak tahu arti kata-kata sulit didalam sebuah percakapan tertulis bergambar, saya menebak arti katanya dengan memperhatikan gambar.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

3. Apabila saya susah memahami maksud sebuah paragraf dalam sebuah teks, saya menebak maksud paragraf dengan cara membaca paragraf lainnya.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

4. Untuk mengetahui arti kata sulit yang saya temukan ketika membaca, saya menebak maknanya dengan cara menghubungkan kata tersebut dengan kata yang mirip dalam bahasa saya sendiri.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

5. Apabila saya tidak tahu arti sebuah kata dalam sebuah paragraf, saya menebak artinya dengan bantuan kata-kata lainnya didalam paragraf.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

6. Jika saya susah memahami sebuah kata yang panjang, saya memahaminya dengan cara menebak arti kata dasarnya saja.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

7. Ketika saya membaca sebuah paragraph, saya menebak kata-kata apa yang kira-kira akan muncul di paragraf selanjutnya.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

8. Saya suka menebak maksud suatu tulisan tanpa mengartikan tulisan itu kata perkata
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

9. Saya memahami sebuah paragraf tertulis dengan membaca sebagian isi paragraf saja.
   a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

10. Untuk memahami maksud sebuah teks dialog, saya hanya memahami judul dialognya saja.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

11. Ketika membaca sebuah teks yang mengandung banyak kata-kata sulit, saya memahami teks itu dengan cara memahami kata-kata yang saya fahami saja.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

12. Jika saya kesusahan memahami sebuah kata dalam tulisan, saya menebak maknanya dengan cara memperhatikan konteks tulisan itu.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

13. Untuk memahami arti sebuah kata sulit yang saya baca pada sebuah artikel, saya menebak arti kata tersebut dengan bantuan kata-kata sebelum dan sesudahnya.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

14. Saya menggunakan frasa sebagai bantuan untuk memahami kata-kata sulit yang saya baca.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

15. Untuk memahami arti sebuah kata sulit yang saya temukan didalam sebuah paragraf, saya menggunakan tanda baca yang tersedia sebagai bantuan.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

16. Apabila saya kesulitan mengartikan sebuah kata yang panjang, saya menebak artinya dengan cara mengamati imbuhan yang ada pada kata tersebut
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

17. Untuk mengetahui arti sebuah kata asing pada sebuah tulisan, saya memahami defenisi kata tersebut.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

18. Ketika saya mendapatkan kata sulit dalam sebuah kalimat, saya menebak artinya dengan bantuan kata sambung yang terdapat di kalimat tersebut.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

19. Apabila saya menemukan sebuah kata sulit pada suatu paragraf, saya menebak artinya dengan bantuan contoh-contoh yang ada pada paragraf tersebut.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

20. Jika saya menemukan kata sulit didalam sebuah kalimat, saya menebak arti kata tersebut dengan logika saja.
a. Selalu    b. Sering        c. Terkadang   d. Jarang        e. Tidak pernah

**APPENDIX 2**

**Name :**_____

**Class :**_____

Instruction:

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

**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 luscious 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 offers 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 picnin 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 lanscaped 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 <u>fable</u> "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 <u>fable</u>". What does the underline word mean?
    a. A stories are really happened in the past
    b. A stories are told abut 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 <u>hugest</u> 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 vence…
    d. visiting the venive…
    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 truely dark, truely 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 colourpeci
    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 <u>fabric</u>". 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

**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. B | 17. B |
| 8. A | 18. C |
| 9. E | 19. C |
| 10. D | 20. C |

**APPENDIX 3**

**KEY ANSWERS**

| | |
|---|---|
| 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**

**QUESTIONAIRE RESULT**

| No | Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total |
|----|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|
| 1 | AN | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 2 | 57 |
| 2 | AS | 3 | 2 | 4 | 2 | 5 | 3 | 2 | 4 | 1 | 3 | 5 | 4 | 4 | 2 | 1 | 4 | 2 | 2 | 3 | 3 | 59 |
| 3 | AB | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 70 |
| 4 | AA | 3 | 4 | 3 | 4 | 3 | 3 | 1 | 3 | 1 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 63 |
| 5 | AW | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 75 |
| 6 | AD | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 66 |
| 7 | DAL | 4 | 4 | 5 | 2 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 5 | 3 | 1 | 2 | 2 | 1 | 3 | 3 | 64 |
| 8 | DS | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 75 |
| 9 | DM | 5 | 4 | 3 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 4 | 73 |
| 10 | EK | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 68 |
| 11 | EH | 3 | 4 | 5 | 4 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 69 |
| 12 | FKD | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 4 | 2 | 3 | 4 | 66 |
| 13 | FN | 5 | 4 | 4 | 5 | 5 | 5 | 3 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 3 | 2 | 4 | 5 | 3 | 4 | 81 |
| 14 | GA | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 2 | 5 | 4 | 5 | 4 | 79 |
| 15 | HM | 5 | 5 | 3 | 3 | 5 | 5 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 72 |
| 16 | HL | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 58 |
| 17 | IA | 3 | 5 | 4 | 4 | 3 | 3 | 2 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 4 | 2 | 4 | 3 | 4 | 2 | 69 |
| 18 | ISS | 2 | 5 | 3 | 1 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 2 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 62 |
| 19 | MA | 2 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 79 |
| 20 | MPS | 2 | 2 | 3 | 1 | 3 | 3 | 4 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 3 | 4 | 2 | 4 | 1 | 48 |
| 21 | NT | 3 | 3 | 4 | 3 | 4 | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 5 | 4 | 5 | 4 | 3 | 3 | 68 |

| # | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22 | NTP | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 5 | 67 |
| 23 | NIN | 2 | 4 | 4 | 5 | 4 | 4 | 3 | 3 | 2 | 1 | 5 | 3 | 4 | 4 | 3 | 4 | 5 | 4 | 5 | 4 | 73 |
| 24 | NU | 3 | 4 | 4 | 3 | 4 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 58 |
| 25 | NH | 3 | 2 | 4 | 4 | 5 | 5 | 4 | 3 | 2 | 2 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 4 | 78 |
| 26 | NS | 2 | 4 | 4 | 3 | 4 | 2 | 2 | 4 | 4 | 1 | 4 | 2 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 64 |
| 27 | NY | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 2 | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 67 |
| 28 | RS | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 3 | 5 | 5 | 5 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 86 |
| 29 | RN | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 57 |
| 30 | RN | 5 | 4 | 4 | 5 | 5 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 73 |
| 31 | SD | 3 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 83 |
| 32 | SA | 3 | 5 | 5 | 1 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 4 | 5 | 5 | 85 |
| 33 | TDK | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 74 |
| 34 | TM | 3 | 4 | 3 | 5 | 5 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 75 |
| 35 | WHD | 5 | 4 | 3 | 1 | 2 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 5 | 5 | 5 | 3 | 5 | 3 | 4 | 5 | 77 |
| 36 | WH | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 4 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 3 | 2 | 2 | 3 | 4 | 58 |
| 37 | YH | 3 | 5 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 5 | 4 | 3 | 3 | 2 | 3 | 3 | 4 | 2 | 4 | 5 | 70 |
| | total | 119 | 147 | 138 | 129 | 147 | 134 | 120 | 124 | 120 | 114 | 136 | 131 | 143 | 122 | 115 | 112 | 137 | 117 | 131 | 130 | 2566 |

**APPENDIX 5**

**THE SCORE OF STUDENTS COMPENSATION STRATEGY**

| No | NAME | STUDENTS' SCORE |
|----|------|-----------------|
| 1 | Arnisah Nasution | 57 |
| 2 | Amalia Siregar | 59 |
| 3 | Amirussyamsi Sf Bustami | 70 |
| 4 | Andra Ali | 63 |
| 5 | Anni Wahda | 75 |
| 6 | Awal Delina | 66 |
| 7 | Desmi Aisyah Lubis | 64 |
| 8 | Dewi Sartini | 75 |
| 9 | Dinda Mutia | 73 |
| 10 | Elisa Kencana | 68 |
| 11 | Emmi Hayati | 69 |
| 12 | Fitri Khairani Daulay | 66 |
| 13 | Fitria Ningsih | 81 |
| 14 | Guntur Alamsyah Hsb | 79 |
| 15 | Habibatul Mardiyah | 72 |
| 16 | Harmein Lubis | 58 |
| 17 | Iin Angraini | 69 |
| 18 | Isra Soliah Siregar | 62 |
| 19 | Maya Alwiyah | 79 |
| 20 | Mayang Purnama Sari | 48 |

| | | |
|---|---|---|
| 21 | Nisa Toyyibah | 68 |
| 22 | Nona Tari Pulungan | 67 |
| 23 | Nur Intan Nasution | 73 |
| 24 | Nurdiniah | 58 |
| 25 | Nurlainun Harahap | 78 |
| 26 | Nurma Sari | 64 |
| 27 | Nurul Yadani | 67 |
| 28 | Rahmadona Sagala | 86 |
| 29 | Ranisah | 57 |
| 30 | Riskon Nudiah | 73 |
| 31 | Seri Devi | 83 |
| 32 | Sri Ase | 85 |
| 33 | Tri Daya Kartika | 74 |
| 34 | Tri Mahendra | 75 |
| 35 | Winda Hariani Dasopang | 77 |
| 36 | Wirda Hasanah | 58 |
| 37 | Yusmitha Harahap | 70 |
| | **TOTAL** | 2566 |

**APPENDIX 6**

**TEST RESULT**

| No | Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total |
|----|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|
| 1 | AN | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 13 |
| 2 | AS | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 17 |
| 3 | AB | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 10 |
| 4 | AA | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 5 | AW | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 13 |
| 6 | AD | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 |
| 7 | DAL | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 12 |
| 8 | DS | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| 9 | DM | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| 10 | EK | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 13 |
| 11 | EH | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 10 |
| 12 | FKD | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 6 |
| 13 | FN | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 17 |
| 14 | GA | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 13 |
| 15 | HM | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 7 |
| 16 | HL | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 8 |
| 17 | IA | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 9 |
| 18 | ISS | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 11 |
| 19 | MA | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 12 |
| 20 | MPS | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 14 |
| 21 | NT | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 9 |
| 22 | NTP | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 23 | NIN | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 10 |
| 24 | NU | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |

| 25 | NH | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 14 |
|----|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 26 | NS | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 12 |
| 27 | NY | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 12 |
| 28 | RS | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 29 | RN | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 10 |
| 30 | RN | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 7 |
| 31 | SD | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 6 |
| 32 | SA | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 |
| 33 | TDK | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 6 |
| 34 | TM | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| 35 | WHD | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 8 |
| 36 | WH | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| 37 | YH | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 11 |
|    | Total | 25 | 18 | 21 | 26 | 19 | 21 | 32 | 24 | 11 | 15 | 26 | 21 | 14 | 17 | 17 | 21 | 26 | 24 | 30 | 36 | 444 |

**APPENDIX 7**

**TEST SCORE OF STUDENTS' READING COMPREHENSION**

| No | NAME | STUDENTS' SCORE |
|---|---|---|
| 1 | Arnisah Nasution | 65 |
| 2 | Amalia Siregar | 85 |
| 3 | Amirussyamsi 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** |

Nomor      : 69 /In.14/E.6a/PP.00.9/10/2016      Padangsidimpuan, ♀ Oktober 2016
Sifat       : Biasa
Lamp       : -
Perihal     : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth:
Bapak/Ibu:
1. **Rayendriani Fahmei Lubis,M.Ag**
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            : **IRWAN SHALEH SIREGAR**
Nim             : **13 340 0055**
Fak/Jurusan     : **FTIK/Tadris Bahasa Inggris 2**
Judul Skripsi   : **The Correlation between Compensation Learning Strategy**
                  **and Student's Reading Comprehension at Seventh Semester of**
                  **English Department in IAIN Padangsidimpuan.**
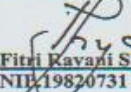
      Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.
      Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.
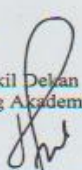
Ketua Jurusan Tadris Bahasa Inggris      Sekretaris Jurusan TadrisBahasaInggris

**Rayendriani Fahmei Lubis, M.Ag**      **Fitri Rayani Siregar, M.Hum**
NIP. 19710510 200003 2 001      NIP. 19820731 200912 2 004

Wakil Dekan
Bidang Akademik

**Dr. Lelya Hilda, M. Si**
NIP.19720920 200003 2 002

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/TIDAK BERSEDIA      BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING I      PEMBIMBING II

**Eka Sustri Harida, M.Pd**      **Fitri Rayani Siregar, M.Hum**
NIP. 19750917 200312 2 002      NIP. 19820731 200912 2 004

## SURAT KETERANGAN PENELITIAN
Nomor : 150 /In.14/E.6a/PP.00.9/10/2017

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

| | |
|---|---|
| Nama | : IRWAN SALEH SIREGAR |
| NIM | : 13 340 0055 |
| Fakultas/Jurusan | : Tarbiyah dan Ilmu Keguruan / TBI |
| Alamat | : JL. Nusa Indah Gg. Al Bayyinah |

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

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

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 31 Oktober 2017
Ketua Jurusan TBI

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

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1729 /In.14/E.4c/TL.00/10/2017          11    Oktober 2017
Hal     : **Izin Penelitian**
          **Penyelesaian Skripsi.**

Yth. Ketua Jurusan TBI IAIN Padangsidimpuan
Kota Padangsidimpuan

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

Nama                    : Irwan Shaleh Siregar
NIM                     : 13 340 0055
Fakultas/Jurusan        : Tarbiyah dan Ilmu Keguruan/TBi
Alamat                  : Jl. Nusa Indah Gg. Al-Bayyinah

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Compensation Learning Strategy And Students' Reading Comprehension at Seventh of English Departement In IAIN Padangsidimpuan"**. 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
Wakil Dekan Bidang Akademik

M.Si.
20 200003 2 002