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

A THESIS

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

Written by:

MARA MUDA HARAHAP
Reg. Num. 13 340 0059

ENGLISH EDUCATION DEPARTMENT

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

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<tr><td>Advisor I</td><td>Advisor II</td></tr>
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ENGLISH EDUCATION DEPARTMENT

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

LETTER OF AGREEMENT

Term : Munaqosyah
       a.n. **MARA MUDA HARAHAP**
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 **MARA MUDA HARAHAP,** entitled **"The Correlation Between Memory Learning Strategy and Students' Reading Comprehension at The Seventh Semester of English Education 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 Education Department 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 Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumWr.Wb

<table>
<tr><td align="center">**Advisor I**</td><td align="center">**Advisor II**</td></tr>
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AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Kind   : Thesis

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MARA MUDA HARAHAP
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iv

DECLARATION LETTER OF SELF THESIS COMPLECTION

The name who signed here:

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The Title of a Thesis : The Correlation Between Memory Learning Strategy and Students' Reading Comprehension at The Seventh Semester of English Education Department Iain Padangsidimpuan.

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse2.

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.

Padangsidimpuan,   November 2017

Declaration Maker

MARA MUDA HARAHAP
Reg. No: 13 340 0059

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LEGALIZATION

Thesis	: THE CORRELATION BETWEEN MEMORY LEARNING STRATEGY AND STUDENTS' READING COMPREHENSION AT THE SEVENTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT IAIN PADANGSIDIMPUAN.
Written By	: MARA MUDA HARAHAP
Reg. No	: 13 340 0059
Faculty/Department	: TARBIYAH AND TEACHER TRAINING FACULTY/TBI-2

The thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education(S.Pd).
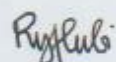
Padangsidimpuan, NOVEMBER2017
Vice

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EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

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Thesis : **THE CORRELATION BETWEEN MEMORY LEARNING STRATEGY AND STUDENTS' READING COMPREHENSION AT THE SEVENTH SEMESTER OF ENGLISH EDUCATION DEPARMENT IAIN PADANGSIDIMPUAN.**

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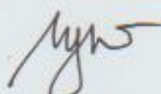
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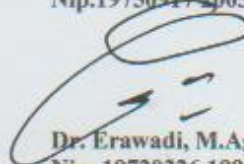
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Time : 07.30 until 12.10
Result/Mark : 78.75 (B)
IPK : 3.35

iv

Name : MARA MUDA HARAHAP

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The Title of the Thesis : The Correlation Between Memory Learning Strategy and Students' Reading Comprehension at Seventh Semester of English Education Department IAIN Padangsidimpuan

ABSTRACT

The purpose of this research is to know the correlation between memory strategy and students' reading comprehension at seventh semester of English Department IAIN Padangsidimpuan. The problems of this research are students feel hard 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 was designed by quantitative approach and correlation research type. The population of this research were all of seventh semester students of English Department in IAIN Padangsidimpuan. Then, the sample of the research were 37 person from population. It was taken by using random sampling. To collect the data, researcher used test (multiple choice) for reading comprehension and questionnaire for students' memory learning strategy. To analyze the data, the research used $t_{count.}$

According to result of the research, the research showed the calculating of product moment by getting correlation coefficients r_{xy} = -0.06 by looking the index of product moment correlation, the researcher found -0.06 was in very low correlation. It means that the correlation between students' memory strategy and reading comprehension is very low. The result also showed that the correlation between variable X and Y is a negative correlation. Then, according to the calculation of $t_{count,}$ the researcher found that t_{count} was -0.118 and dk = N-2 = 37-2 = 35, and at real α = 0.05, the researcher found that t_{table} was 2.704. It means that there was no significance correlation between memory learning strategy and students' reading comprehension at seventh semester of English Department IAIN Padangsidimpuan because of t_{count} < t_{table} (-0.118 < 2.704),. So, Ha is rejected and Ho is accepted.

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

ACKNOWLEDGEMENT

<div dir="rtl">بسم الله الرحمن الرحيم</div>

Firstly, I would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given my health, time and chance for finishing this thesis: **"The Correlation Between Memory Learning Strategy and Students' Reading Comprehension atThe Seventh Semester of English Education Department IAIN Padangsidimpuan".**Then, peace and salutation be upon to the prophet Muhammad SAW, his families, his companies, and his followers.

As especially Thanks to my parents (Mara Toga Harahap and Hotma Sari Siregar) who has been teaching me how to be patient to face this life, who always give me motivation, pray, and moral encouragement to finish my study, my beloved to all of my sisters Masraya Harahap, Risma Harahap, Bintang Harahap, Anna Sari Harahap, and Juli Yanti Harahap, for their love and support.

In writing this thesis, I an assisted by some people and institutions. Therefore, in this opportunity I would like to express her gratitude to the following people:

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

Padangsidimpuan, November 2017

MARA MUDA HARAHAP
Reg. No: 13 340 0059

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Reading is one of the most important skills in language learning. Some of important of reading are; getting science, getting information, and getting knowledge about many things in the world such as sciences, technology, sports, arts, cultures, religious, and give us pleasure too. Examples such as by reading the newspaper we can know what the incident is or has been happening in this world. Then we can know from reading the new words so far we do not know and such as when read books in foreign language, like English. From the book, if there are words we do not know what that means, we certainly will try to find it through reading the dictionary.

Then, reading can explore new things. Through reading, the readers explore new information, new ways to solve a problem, new ways to achieve one thing. They also might find their hobbies within it. It means the reader can get much information through exploring new information to improve their hobbies.

Reading is making the good one in mind also, make brain to be fresh and grow up with remembering, analyzing, synthesizing information. Because of reading gives the best effect after reading, the knowledge help continuing life with adding information from reading and everyone that takes reading more will develop theirs selves, thinking and ability.

Generally, who likes reading has much information.A lot information presented in written from such as books, newspapers, journals, tabloids, and magazines. All of those can add our knowledge more than listening and looking only. So, reading is very important to enrich our knowledge.

Then, the readers can update their knowledge in combining information from text and their own knowledge to build the meaning. Besides that, understanding of the foreign culture as important activity for expanding knowledge of language. Reading habits not only help students to get knowledge and wisdom from cultural of heritage, but also very helpful is passing for leisure period. So, the students read more they can update their knowledge.

Reading can improve self-confidence also. Students who have a lot of knowledge or information from what they read, have ability to speak well and of course more capable than the other, then they do not doubt to give information to other because they believe that what they say have references. So, reading build up their selves confident.

But, students still have low in reading comprehension. One of which is the lack of motivation, motivation help to be understood what the researcher tells. The fact, that students got the lack motivation in reading; at most, there are only ten students in the library for each day.[1]

The English department student especially the student of TBI IAIN Padangsidimpuan said that English was hard to learned and practiced. Although

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[1]Based on library visitors' list in IAIN Padangsidimpuan March 30th 2017, time : 03.00 PM

in fact the students have studied English for six years in junior and senior high school, moreover any of them said that they have learned it for nine years include 3 years in elementary school. But actually, English was ordered by the college to be mastered.[2]

Then it has a low of vocabulary is one of the most important factors in the success of English learning. Vocabulary is important in reading comprehension because it helps them to expand their ideas based on the topic sentence that they want. Moreover, the vocabulary as one of the element of language is important study, without enough vocabulary mastery the ability to reading comprehension can't be established.

Based on interviewed with student at the sixth semester of English education program TBI-II in Iain Padangsidimpuanstudents' strategy in reading and vocabulary still low.[3] Causing difficult for understanding words, understanding sentences,understanding paragraph, which include finding the main idea and topic sentences, finding detail, and drawing conclusion and interpretation what they read.It because they also have not good strategy in reading the text.

Appropriate language learning are result in improved proficiency and greater self-confidence. To be success in learning English, the students must be able to use language learning strategy, without them the English learning is not perfect.

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[2]Mardiah, The Student of TBI-II at the Sixth Semester in IAIN Padangsidimpuan, *Private Interview*, Padangsidimpuan, April 21st2017, time : 10.15 AM
[3]Riandry, The Student of TBI-II at the Sixth Semester in IAIN Padangsidimpuan, *Private Interview*, Padangsidimpuan, April 21st2017, time : 02.00 PM

The strategies are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. But, the researcher focus on using memory strategy only.

The expert like Carrel in Belilew Molla's journal argue that strategy use is different in more and less proficient readers, who use the strategies in different ways. Moreover, it has been acknowledged that reading strategies can be taught to learners and that reading strategy instruction can benefit all students.[4] So learning strategy will give benefit for the students.

Therefore the researcher interested in conducting the correlation research of which purpose to know the correlation between memory learning strategy and student's reading comprehension of English Department students.

B. The Identification of Problem

Based on the background of problem, it has been done the reality in society shows that reading comprehension achievement donot fullfill the expectation. In fact, the students have lack motivation in reading; there were not many students are in the library, the students' vocabulary are still low which causing them difficult understanding words,understanding sentences, understanding paragraph, which include finding the main idea and topic sentences, finding detail, and

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[4] BelilewMolla, "The Relationship between Reading Strategy use and Reading Comprehension among Ethiopian EFL Learners", International Journal on Studies in English Language and Literature (IJSELL) Volume 3, Issue 9, September 2015, p. 35retrieved fromhttps://www.arcjournals.org/pdfs/ijsell/v3-i9/5.pdf on Tuesday 8th at 09.30 a.m

drawing conclusion and interpretation what they read and they also have not good strategy in reading the text.

C. The Limitation of problem

Based on the identification of problem above, it is focused on difficulties in reading comprehension between correlation with learning strategies. Researcher has not discuss all the strategies, but only one strategy to focus this research, it is memory strategy to make easier the students' ability in reading comprehension by using narrative text.

D. The Formulation of Problems

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

1. Howare students' memory learning strategy of English Education Department students IAIN Padangsidimpuan?

2. How are students' reading comprehension of English Education Department students IAIN Padangsidimpuan?

3. Is there significance correlation between memory learning strategy and students' reading comprehension of English Education Department students IAIN Padangsidimpuan?

E. The Objectives of Research

The objectives of the study are expected:

1. To describe students' memory learning strategy of English Education Department students IAIN Padangsidimpuan.

2. To describe students' reading comprehension of English Education Department students IAIN Padangsidimpuan.

3. To examine significance correlation between memory learning strategy and students' reading comprehension of English Education Department students IAIN Padangsidimpuan.

F. The Significances of Research

This research has significances to the following area:

1. For lecturers,in order to know the students' learning strategy, to know the students' reading comprehension then steer it toward the better.The result of this research gives one suitable method that can be used by lecturers to get successful learning. This research would be expect to provide information, which may have practical as well as theoretical values for English language lecturers. Theoretically, the result of this research added what has been found in the area of English teaching in foreign language. The result of this research inform English language teachers in their attempts to decide which of the best method in teaching reading.

2. For educational world, to increase to quality of education especially in English by using appropriate method in teaching English.

3. The other researchers, the result of the research is hoped to help the further researchers who will conduct further research in some topic. This research can give them information about teaching method.

G. The Definition of Operational Variables

The researcher explains the variable as blow :

1. Memory Strategy (Variable X)

   Memory strategy sometimes called mnemonics, have been used for thousands of years. Memory strategies are tools that use to help students remember things, in which related to the strategies that have been applied by the students in their learning.

2. Reading Comprehension(Variable Y)

   Reading comprehension is a process to get information, to get knowledge about many things in the world from written or printed text, then the readers reconstruct the meaning or to get the information from what they have read.

H. The Outline of Thesis

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

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

2. Chapter two consisted of theoretical description with some sub theory about memory strategy, reading comprehension, related findings, conceptual framework and hypothesis.

3. Chapter three consisted of the research methodology, included in: place and time and place of the research, research design, population and sample, instrument of the research, technique of validities instruments, technique of collecting data, and technique of data analysis.

4. Chapter four was the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis of testing, discussion and limitation of research.

5. Chapter five consisted of conclusion about conclusion and suggestion which is given to students and teacher by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Learning Strategy

Learning strategy is how students' way to prepare them self before learning, when learning is going on, and after learning process. In other word, strategy also as a tool for students because it can help students' understanding and solving some of problems in learning. Besides that, learning strategies is a term referring to the processes and actions that are consciously deployed by students to help them to learn or use a language more effectively.

Hornby says"Strategy is the art of planning operation in war; esp of the movements of armies and navies into favourable position for fighting; skill in managing any affair".[1] Then Brown states"Strategy is the level at wich activity varies considerable within induviduals as well as across induvidualis".[2]and of course strategy is not just for the army, but we can also use it.

Dick and Carey in Hamzah's book states "The learning strategy consists of all components of the learning materials and procedures or stages of learning activities used by teachers in order to help learners achieve certain

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

[2]Doughlas Brown. *Teaching by principles: An Interactive Approach to Language Pedagogy,* (New Jersey: San Fransisco State University, 1994),p.192.

learning goals".[3] Then in Hamzah books Kozna explains that "The learning strategy can be defined as any activity that is chosen, it wich can provide facilities or assistance to students towardsthe achievement of specific learning objective".[4] In addition for assisting students' understanding of learning, strategies can also provide assistance and facilities to students.

The strategy concept, without its agresive and competitive trappings, has become influential in education, where is has taken on a new meaning and has been transformed into learning strategy. One commonly used technical definition says that learning strategy are operation employed by the learner to aid the acquisition, storage, retrieval, and use of informations. This definition while helpful, doesn't fully convey the excitment or richness of learning strategy. It is useful tp expand this definiton by saying that learning strategy is the specific actions taken by learne to make learning earsier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation.[5] The core strategy has a great role in the world of education and greatly assist for students in the learning process.

From the explanationabove can be concluded that the learning strategy is a way how to be selected and use by a lecture for extend of learning materials that will facilitate learners to accept and understand the material that learning objectives to students. It can be understood that in learning activity,

[3]Hamzah. B. Uno. *Model Pembelajaran, (*Jakarta: Bumi Aksara, 2007),p.1
[4]*Ibid.,*
[5]Rebecca. L. Oxford. *Language Learning Strateg,* (New York: Newbury Publisher,1989), p.8

learners also find some difficult, including strategy in the field of subject so that strategy is what they do to learn some lesson.

a. **Components of Learning Strategy**

In learning strategy there are some of components that can influence and support students while using learning strategy. Each of components have relation and can determine success of strategy. So, all of the components are important.

There are six components of learning strategy, they are:
1) Object learning
2) Material learning
3) Method and teaching
4) Technique students
5) Teacher / professional education
6) Logistic / support element.[6]

It can be concluded, there are six components that can influence or support students while using learning strategy, they are; object learning and material learning: it means something that become the topic in learning process, material and object must be suitable with learning strategy because not all strategies can apply to all material. Method/technique students and teaching: it is about how the way of students'learn in learning process, the strategy must be able used in students' method.Teacher/professional education, it meansteacher can help students how to using learning strategy effectively. Logistic / support element, it is about media that can help students in learning process. So,

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[6]Syafaruddin, *Manajemen Pembelajaran,* (Jakarta: Quantum Teaching, 2005), p. 157.

for making leaning strategy become effective for students, learning strategy must suitable with all elements.

b. Kinds of Learning Strategies

Learning strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six group (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class).[7] This figure indicates that direct strategies and indirect strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group.

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

The second major strategy class-indirect strategies for general management of learning can be likened to the director of the play. This

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[7] Rebecca. L.Oxford. *Language Learning Strategy,* (New York: Newbury Publisher, 1989), p.14

class is made up of metacognitive strategies for coordinating the language process, affective strategies for regulating emotions, and social strategies for learning with others. [8] So, all of these strategies has good advantages for students and make students to be faster for achieving the objectives of learning.

These two major strategies are very helpful for students' learning. Learning strategies divided into six strategies they are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Memory strategy, cognitive strategy, and compensation strategy include into direct strategies, meanwhile metacognitive strategy, affective strategy, and social strategy include into indirect strategies. Then this thesis related to memory strategy.

c. **Memory Strategy**

Everyone depends on the power of his memory to perform daily activities. To be able to do activities, people need to remember what has happened and what will be planned. They are all part of the memory. Memory is a tool we use to remember events or things that happened in the past.

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[8] *Ibid.* p.14-15

Based on Rebecca,memory strategiesare tools we use to help us remember things. Some memory strategies are helpful for how we learn information, while other strategies are helpfulfor how we recall information that we have already learned.[9] Using memory strategies can help student remember information like directions, facts, and assignments.

Memory strategy often used for memorizing vocabulary and structures in initial stagesof language learning, [10] but the learners needs such strategies much less when theirarsenal of vocabulary and structures has become larger.

Memory strategies, sometimes called mnemonics, have been used for thousand of years. For example, orators in ancient could remember a long speech by linking different parts of the speech with different rooms of a house or temple, and then "taking a walk" from room to room. Before literacy became widespread, people used memory strategies to remember practical information about farming, weather, or when they were born. After literacy became commonplace, people forget their previous reliance on memory strategies are regaining their previous reliance on memory strategies and disparaged those technique as "gimmicks". Now memory strategies are regaining their prestige as powerful mental tools. The mind

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[9]*Ibid., p. 38*

[10] Dian Puspita, "The Correlation Between Language Learning Strategies and Reading Comprehension Achievements of The Eleventh Grade Students SMA N 5 Palembang" dalam *Jurnal Pendidikandan Pengajaran., p*. 121

can store some 100 trillion bits of information,[11] but only part of that potential can be used unless memory strategies come to the aid of the learner.

Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. These principles involve meaning. For the purpose of learning a new language, thearrangement and associations must be personally meaningful to the learner, and the material to be reviewed must have significance.[12] So memory strategy is a helpful strategy for students.

More explanation about memory strategy, they are: creating mental linkages, applying images and sound, reviewing well and employing action.[13] So, there are 4 strategies in memory strategy that can helps students in learning process.

1) **Creating Mental Linkages**

In this set are three strategies that form the cornerstone for the rest of the memory strategies: grouping, associating/elaborating, and placing new words into a context.[14]Here is the explanation.

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[11]Rebecca Oxford. *Language Learning Strategy*, (New York : Newbury house Publisher, 1990), p.38
[12] *Ibid., p. 39*
[13]*Ibid., p.40*
[14]*Ibid.,*

(a) Grouping

To help and facilitate students in remembering matter, we can group it. Classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the number of discrete elements. Groups can be based on type of word (e.g., all noun or verbs), topic (e.g., words about weather), practical function (e.g., terms for things that make a car work), linguistic function (e.g., apology, request, demand), similarity (e.g., warm, hot, tepid, tropical), dissimilarity or opposition (e.g., friendly/unfriendly), the way one feels about something (e.g., like, dislike), and so on. The power of this strategy may be enhanced by labeling the groups, using acronym to remember the groups, or using different colors to represent different groups.

(b) Associating/Elaborating

Relating new language information to concepts already in memory, or relating the piece of information to another, to create associating in memory. These associations can be simple or complex, mundane or strange, but they must be meaningful to the learner. Associations can be between two things, such as bread and butter, or they can be in the form of a multipart "development", such as school-book-paper-tree-country-arth. This is of course very

helpful, because linking new language information with existing concepts in memory makes us better understand.

(c) Placing New Words into a Context

Putting a new word into one context will help us understand in reading, because then we will more easily remember and even memorize it.Placing a word phrase in a meaningful sentence, conversation, or story in order to remember it.This strategy involves a form of associating/elaborating, in which the new information is linked with a context. This strategy is not the same as guessing intelligently, a set of compensation strategies (described later) which involve using all possible clues, including the context, to guess the meaning.

2) Applying Images and Sound

Four strategies are included here : using imagery, using keywords, semantic mapping, and representing sounds in memory. [15] These all involve remembering by means of visual image and sounds. Here is the explanation.

(a) Using Imagery

Relating new language information to concepts in memory by means of meaningful visual imagery,either in the mind or in an actual drawing.The image can be a picture of an

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[15] *Ibid., p. 41*

object, a set of locations for remembering image can be a picture of an object, a set of locations for remembering a sequence of words or expression, or a mental representation of the letters of a word. This strategy can be used to remember abstract words by associating such words with a visual symbol or a picture of a concrete object.

(b) Semantic Mapping

Making an arrangement of words into a picture, which has a key concept at the center or at the top, and related words and concepts linked with the key concept by means of lines or arrows. This strategy can be used to remember abstract words by associating such words with a visual symbol or a picture of a concrete object.

(c) Using Keywords

Remembering a new word by using auditory and visual links. The first step is to identify a familiar word in one's own language that sounds like the new word-this is the "auditory link". The second step is to generate an image of some relationship between the new word and a familiar one-this is the "visual link". Both links must be meaningful to the learner. For example, to learn the new French word *potage*(soup), the English speaker associates it with a pot and then pictures a pot

full of *potage*. To use a keyword to remember something concrete that sounds like name, associate it with a picture of something concrete that sounds like the new word. For example, Minnesota can be remembered by the image of a *mini soda.*

(d) Representing Sounds in Memory

Remembering new language information according to its sound.This is a broad strategy that can use any number of techniques, all of which create a meaningful, sound-based association between the new material and already known material.

3) **Reviewing Well**

This category contains just one strategy; structured reviewing.[16] Looking at new target language information once is not enough; it must be reviewed in order to be remembered. Here is the explanation.

(a) Structured Reviewing

Reviewing in carefully spaced intervals, at the first close together and then more widely spaced apart. This strategy might start, for example, with a review 10 minutes after the initial learning, then 20 minutes later, an hour or two later, a

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[16]*Ibid., p. 42*

day later, 2 days later, a week later, and so on. This is sometimes called "spiraling' because the learner keeps spiraling back to what has already been learned at the he or she is learning new information. The goal is "overlearning"-that is, being so familiar with the information that it becomes natural and automatic.

4) **Employing Action**

The two strategies in this set, using physical response or sensation and using mechanical tricks, both involve some kind of meaningful movement or action.[17] These strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning.

(a) Using Physical Response or Sensation

Physically acting out a new expression (e.g., going to the door), or meaningfully relating a new expression to physical feeling or sensation(e.g., warmth).

(b) Using Mechanical Technique

Using creative but tangible techniques, especially involving or changing something which is concrete, in order to remember new target language information. Examples are writing words on cards and moving cards from one stack to

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[17]*Ibid., p. 43*

another when a word is learned, and putting different types of material in separate sections of a language learning notebook.

2. Reading Comprehension

a. Reading Comprehension

Comprehension is a process to understand information that received human being. Comprehension occurs in human mind by cognition. People can improve their knowledge throughout comprehension something based on what people see, hear, and also based on his/her experience.

Richard states that "comprehension is the process by which a person understanding the meaning of written or spoken language clearly".[18] 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".[19]So, it can be concluded that comprehension is improving or testing to understanding of language (written and spoken) and comprehension is needed on reading and listening. Students will get information and improve their knowledge by comprehension in reading.

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

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

Goodman in Wayne Otto Says, "Reading comprehension is the interaction between through and language and bases evaluation of success in comprehension on the extent to which the reader's reconstruct the message with the researcher's intended message". [20] Reading comprehension suggest that separate skills or tasks can be identified which, when used singly or incorrect, lead to understanding of a passage.

In conclusion, reading comprehension text is a constructive process of the visual information and corrects it with information in the text. Reading comprehension text must have interaction between the reader and the writer by having the same interpretation upon text.

b. The Concept of Reading Comprehension

It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills which correspond to the many different purposes we have for reading. The purpose 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).

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[20]Otto Wayne, *How To Teach Reading*, (America: Addison-Wisely Publishing Company, 1978), p. 151.

7) For enjoyment or excitement.[21]

According to Lester and Allice Crow classify the purposes of reading into two general purposes, 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.[22]

It can be concluded, the purpose of reading are for getting information from some topic, getting instruction from books manual, updating information from around the world, for enjoyment in leisure time, and for solving problem in serious reading.

c. **The Level of Comprehension**

Reading comprehension is reading with understanding with comprehension of written language involve the knowledge of vocabulary, structure and the situation in which language used. Wayne said that, there are four level of comprehension, they are:

1) literal comprehension
Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one requires little thinking or reasoning.
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
When individuals read critically, they are evaluate what is read. They examine critically the thought of researcher, which have been

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

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

identified thought the two lower levels of comprehensions and judge their validity or worth.

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.[23]

d. Reading Assessments

Assessments require planning and organization. Assessment is a tool to measure how far the students ability and comprehension of the material. In assessing reading comprehension, there are some indicators:[24]

Table 1

Indicators of Reading Comprehension

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

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

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[23] Wayne Otto, *How to Teaching Reading* (Philippines: Addison-Wesley Publishing Company, 1979)

[24] 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

1) Topic Sentence

    Every good paragraph has a topic sentence. Topic is what is being talked about. The topic sentence states the main idea of paragraph. It is the one thing a paragraph about, the main idea sentence is also known as the topic sentence.[25] Every sentence in a paragraph in some way discusses or explains this topic.

2) Main Idea

    A main idea sentence is the most general statement the author makes about the topic or subject of the paragraph. The main idea generally describes or "covers" the details in the paragraph.[26] So, the main idea of paragraph is what the author wants you to know about the topic.

3) Important information

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

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

[26]*Ibid.*, p. 10.

4) Vocabulary

According to Oxford learners pocket "Vocabulary is all the words that a person knows or uses".[27] So, vocabulary is pattern of letter is forming word and also vocabulary can form language.

5) Concluding Sentences

According to Oxford learners pocket Conclude is a result of what you have heard or seen.[28] Concluding sentence is stated at the end of the paragraph. It is the conclusion of paragraph. Thus concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

3. **Narrative Text**

Narrative text is a text that researcher use to know reading comprehension of students, following explanation about narrative text.

a. **Definition of Narrative Text**

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.[29]so, the narrative text is the text created by the author whose purpose is to entertain the reader.

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[27]A.S. Hornby, *Oxford Learner's, ...*p. 495.

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

[29]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 73

b. **Text Structure**

1) Orientation: set the scene and introduces the participants.

2) Complication: a crisis arises.

3) Resolution: the crises is resolved, for better or for worse.[30]

So, at least the narrative text should have 3 structures ie; orientation, complication and resolution.

Example :

A Bad Camping

On July 1st I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark. I quickly set up my tent for it began raining. I set off to explore the jungle and I brought some food, matches, ropes and a flashlight on my knapsack.

Next, I locked my tent and after I had walked for about 2 km, I was tired. Then I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree. I screamed for a help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, "Are you injured?" I answered, "Yes, my back is in pain." "I will handle it". He bandaged my back.

After that, he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put me on. When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, "Are you okay?" "I am a bit unwell", I replied. I kept on sleeping and sometimes listened to the music. When the nurses asked me, I only smiled, I knew what I was not recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.[31]

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[30]*Ibid.,*
[31]*Ibid.,* p. 75

Orientation: On July 1st I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark.

Complication: Next, I locked my tent and after I had walked for about 2 km, I was tired. Then I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree.

Resolution: I screamed for a help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, "Are you injured?" I answered, "Yes, my back is in pain." "I will handle it". He bandaged my back. After that, he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put me on.

B. 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, Jie Li and Cecilia Ka-wai Chun,[32] the regression analysis demonstrates a positive relationship between learning strategy use and student reading performance. Results show that the memorization strategy has more strength in predicting students' reading

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[32] Jie Li and Cecilia Ka-wai Chun, "Effects of Learning Strategies on Students Reading Literacy Performance" (The Chinese University of Hongkong, 2012) http://www.readingmatrix.com/articles/april_2012/li_chun.pdf, Accessed 31 October 17.00 p.m

performance than the elaboration strategy, and that girls are doing better in reading than boys.

Second, Hervil Fourdini,[33] concluded thatthe correlation Between Students' Language Learning Strategies in Reading & Their Reading Comprehension at the Second Year of English Department of the State University of Padang and the Hyphotheses can be accepted.

The last, come from Nora Wahyuni Siregar,[34] the result of her research was there is correlation between lectures' teaching technique and reading comprehension at third grade of English Educational Program (TBI) IAIN Padangsidimpuan.

So, this research made by research to complete the researches above. Therefore, the researcherwantedto examine thecorrelation between students' memorylearning strategy with their reading comprehension on narrative textat seventh semester of English Department in IAIN Padangsidimpuan.

C. Conceptual Framework of Correlation

The successful of reading comprehension depend on many factors. One of them is how the students strategy in reading. The suitable cognitive learning strategy is very help students in reading. Infact there are so many students which

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

[34]Nora Wahyuni Sireagar,*"The Correlation Between Lecturers' Teaching Technique and Reading Comprehension at Third Grade of English Educational Program IAIN Padangsidimpuan"*, (*Unpublished Thesis*), (Padangsidimpuan, IAIN, 2014).

still use learning strategy in reading. So, the researcher tries to use correlation memory learning strategy for students' 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 draw conclusions, identify main ideas and recognize details from the selection.

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

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┌─────────────────────┐          ┌─────────────────────┐
│  Students' Memory   │ ───────▶ │  Students' Reading  │
│ Learning Strategy (X)│          │  Comprehension (Y)  │
└─────────────────────┘          └─────────────────────┘
          │                                │
          └────────────────┬───────────────┘
                   ╱                 ╲
                  ╱                   ╲
                 ▼                     ▼
┌─────────────────────┐          ┌─────────────────────┐
│ Hypothesis Accepted │          │ Hypothesis Rejected │
└─────────────────────┘          └─────────────────────┘
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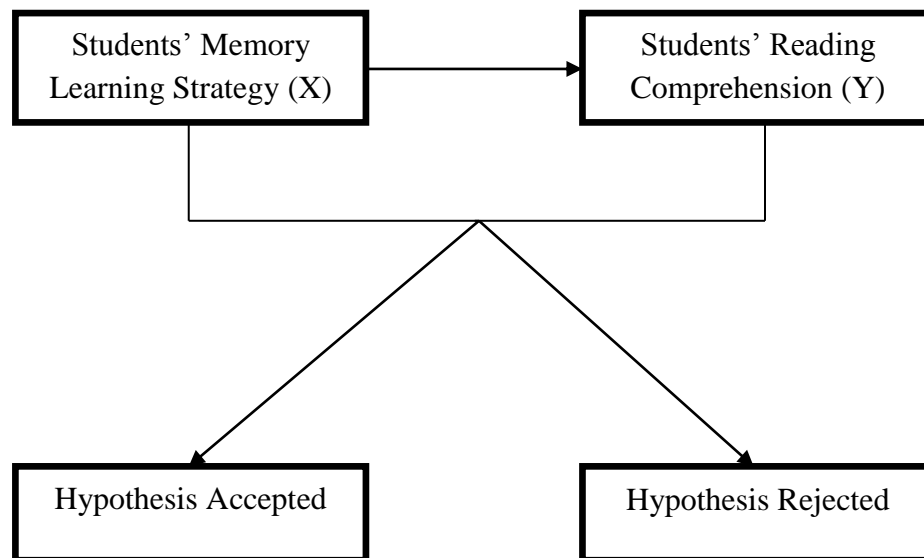
D. Hypotheses

Hypothesis is the provisional result of the research. The hypotheses of this research were:

1. There is a significant correlation between memory learning strategy and students' reading comprehension at sitxh semester of English Department in IAIN Padangsidimpuan (H1). $\mu_1 > \mu_2$

2. There is no significant correlation between memory learning strategy and students' reading comprehension at sitxh semester of English Department in IAIN Padangsidimpuan (H0). $\mu_1 = \mu_2$

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

Talking about time and place of this research, the researcher has done this researchat the seventh semester of IAIN Padangsidimpuan. This campus is located at H.T Rizal Nurdin sub-distric of Sihitang. Research has been conducted from April 2017 until October 2017.

B. Research Design

The kind of research is quantitative research with correlation method. In this research wanted to make a verification about the correlation between memory learning strategy and student's reading comprehension at the seventh semester of English Department in IAIN Padangsidimpuan.

In this case, the researcher took the correlation research for doing this research. Research saw that there was correlation between memory strategy and student's reading comprehension at the seventh semester of English Department inIAIN Padangsidimpuan.

C. Population and Sample

a. Population

Population is all of the individual sources of data from a language. From the explanation above the population of this research is taken from all seventh semester ofEnglish Education Department in IAIN Padangsidimpuan in academic 2016-2017.It can be seen the table, follow:

Table 2

The Population of Research

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

b. Sample

The research has taken the sample 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.So in class TBI-1 took 8, and class TBI-2 took 10, and class TBI-3 took 10, and class TBI-4 took 9. So, the total sample is 30% from the sample.

Table 3

The Sample of 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
3	TBI-3	32	9.6	10
4	TBI-4	30	9	9
JUMLAH		120	36	37

D. Instruments of the Research

A researcher must have an instrument in this research because a good instrument can go guarantee for taking the valid data. To get the data in this research, the research used the instruments like test and questionnaire. The instrument is a test for reading achievement in narrative text and questionnaires for memory strategy. The kinds of the test make something accomplish, it was five items. In which, it was scored different for each question to make the total score to be 100 and questionnaire for memory learning strategy.

1. Test

Test is some of questions or tool used for measuring skill, knowledge, and intelligence ability. Researcher used multiple choice test to know students reading comprehension by using narrative text. The research took 20 questions for students. The researcher has some indicators in reading comprehension test follow:

a. Students are able to identify generic structure/characteristic of the text.
b. Students are able to identify topic sentence of the text.
c. Students are able to identify the main idea from the text.
d. Students are able in analyzing vocabulary in context.
e. Students are able to identify the conclusion/ coda of the text.[1]

This test had been given the question 5 score to get the students' score in answering the questions. So, the maximum score of test was 100.Researcher use a test to students by using multiple choice test item is usually set out in such a way that the candidate is required to selected the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.[2]

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[1] 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.
[2] Cyrill J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

Table 4

The Indicators of Reading Comprehension Test

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

2. Questionnaires

    To know the knowledge of cognitive learning strategy, the research used questionnaires. It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details. The questionnaires were taken based on theory from Rebecca. The questionnaires were translated into Indonesia language to make it easier to understand, and the questionnaire consist of 20 items. Questionnaires should always have a defined purpose that is related to the objectives of the research, and it needs to

be clear from the outset how the findings will be used. The indicators of memory learning strategy can be seen as table below:

Table 5

The Indicators of Memory Learning Strategy Instruments

No.	Memory Learning Strategy	Total Questionnaire	Number of Test
1.	1. Creating Mental Linkages : a. Grouping b. Associating/elaborating c. Placing new words into a context	5	1,2,3,4,5
	2. Applying Images and Sound : a. Using imagery b. Semantic mapping c. Using keywords d. Representing sounds in memory	5	6,7,8,9,10
	3. Reviewing Well a. Structured reviewing	5	11,12,13,14,15
	4. Employing Actions a. Structured reviewing[3]	5	16,17,18,19,20
	Total	20	20

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[3] Rebecca. L.Oxford, *Language Learning Strategy,* (New York: Newbury Publisher, 1989), p. 16

The questionnaires that usedwas a questionnare that covered already provided the answer questionnaires so that respondents choose to live. In this case likert scale with four alternative answers in multiple-choice form, namely a, b, c, and d by using the positive form of the question is to use the types of questions that build the classification;

These Questionnaires are given the interpretation for each answer as follows:

For the option A (Always)   : 5
For the option B (Often)   : 4
For the option C (Sometimes) : 3
For the option D (Rarely)   : 2
For the option E (Never)   : 1[4]

E. Technique of Validities Instruments

The researcher will get the data analysis with validity:

1. Validity of the Test

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

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

Where : r_{xy} = Koefisien Validity of the test

[4]Purwanto, *StatistikaUntukPenelitian, (*Yogyakarta: PustakaPelajar, 2011), P.48

X = Score for each item test

Y = Score for all item test

N = Number of students.

Examination of validity done by comparing r_{count} with r_{table} of product moment to show how far the test can be testing to get the data. With criterion of $r_{count} > r_{table}$ test classified was valid.

It is 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 20 multiple choices.

2. Questionnaire Reliabilities

An instrument of the research must be reliable. A reliable question is consistent and dependable.[5] To get the reliability of the question. The reliability of the instruments to show the real instrument to measure the questionnaire and test.

To examine content of questionnaire and test by using criteria validity. The item validity of test the researcher analyzed by *product moment formula.* To examine the reliable of instruments the research was taken from dePorter, Reardon and Singer-Nourie in Quantum Teaching Book.

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[5]H. Douglas Brown, *Language Assessment,…*p. 21.

TheQuestionnaire consist of 30 items, there are 10 item for each kind of memory learning strategy.

To examine the validity and reliable of instrument would done towards questionnaires for memory learning strategy and reading comprehension for test. The sample use to get the data of questionnaire and test validity from the sixth semester of IAIN Padangsidimpuan.

F. Techniques of Data Collection

For collecting the data on this research, researcher gave questionnaire to sample for getting data of students' memory strategy and gave test for getting students' reading comprehension. The process explained as follows:

1. The researcher entered to the each of class room for doing research.

2. The researcher introduced himself, explained his aim, and asked permission to the sample.

3. The researcher gave the test and questionnaire to the students.

4. The researcher gave 90 minutes for answering test and questionnaire.

5. The researcher controlled the class while students were answering the test and questionnaire.

6. The researcher collected all of the instrument.

7. The researcher brought it to home and analyzed the data.

G. Technique Of Data Analysis

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

1. Identify and total or corrected the answer the subject research from the test.

2. Use mean score to identify variable X and Y.

3. To know the mean score used the formula:[6]

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

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

Table 6
Interpretation of Means Score

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail.[7]

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[6] Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Bandung: Cipta Pusataka Media, 2014),p.28

[7] Nana Sudjanaand Ibrahim, *Penelitian dan Penilaian Pendidikan* (Jakarta: Sinar baru Algesindo, 2002), p. 153.

4. To find the correlation between variable X and variable Y, the formula as follow:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

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:

Table 7 Interpretation

The value	Degree
Between 0.00-0.199	Very low correlation
Between 0.20- 0.399	Low correlation
Between 0.40-0.599	Significant correlation
Between 0.60- 0.799	High correlation
Between 0.800- 1.000	Very high correlation[8]

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

Kp $= r^2$ x 100%

Where :

Kp = determine correlation

r   = coefficient correlation[9]

[8]AnasSudjono, *Pengantar Statistic Pendidikan* (Jakarta : PT Raja Grafindo Persada, 2008), p 193.

6. To examine the significances variable X and Y was calculated by:

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

t = result of t-test
n = total of sample
r_{xy}= coefficient correlation between x and y[10]

[9]Riduan, *Dasar- dasar Statistika*,(Bandung: Alfabeta, 2010). p. 56
[10]Riduwan, *Belajar Penelitian untuk Guru, Karyawan dan peneliti Pemula*, p. 98.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

To understand this research easily, it was described based on variables. There were two variables in this research and was started from the variable of memory strategy (X). The research took the of students' memory strategy using 20 items questionnaires from 37 students. The variable of student's reading comprehension (Y) using 20 items of test from 37 students and also was continued to the testing of hypothesis.

1. Students' Memory Strategy

The students' memory learning strategy got from 20 questionnaires that gave to students. The description of students' score can be seen on the table follow:

Table 8

Test Result of Students' Memory Learning Strategy

No	Initial	Students' Score	Interpretation
1	A S	63	Enough
2	A M	52	Less
3	A E D	67	Enough
4	D M H	68	Enough
5	D A G	60	Enough
6	D W	63	Enough
7	D S A	86	Very Good
8	E Z A H	72	Good
9	E P	71	Good
10	F M D	66	Enough

No.	Initial	Student's Score	Interpretation
11	H	66	Enough
12	I H	83	Very Good
13	L S	60	Enough
14	L D	64	Enough
15	M	69	Enough
16	M H H	66	Enough
17	M U	71	Good
18	M L	70	Good
19	M H M	69	Enough
20	M S	65	Enough
21	N D H	54	Less
22	N K	69	Enough
23	N S P	66	Enough
24	N L T	66	Enough
25	O A H H	60	Enough
26	R S P	68	Enough
27	R P A S	70	Good
28	R A S	80	Very Good
29	R M N	61	Enough
30	R S R	74	Good
31	S M H	55	Less
32	S A S	65	Enough
33	T N	81	Very Good
34	U H	76	Good
35	W A	57	Less
36	W F	73	Good
37	Y P P D	68	Enough
		$\sum X = 2494$	

In this part, the researcher shows the result of the research that has been done to the dependent variable that is memory strategy. In this research, the researcher presented 20 items of questionnaires. These questionnaires are given the interpretation for each answer as follows : for the option A (Always)

: 5, for the option B (Often) : 4, for the option C (Sometimes) : 3, for the option D (Rarely) : 2, and for the option E (Never) : 1.[1]

Based on the questionnaires result, after calculatingscore of students` memory strategy, it was found that the highest score was 86 and the lowest score was 52 (Appendix 9). To complete this research, it was needed for researcher to calculate the mean score was 67.31 the median score was 66.1 and the modus was 66.26. Where mean was the score which represents the general value that was achieved by the students.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into equal part and modus is a score which has the most frequency. So, the specification calculation was described in the table below:

Table 9

The Resume of the Variable Score Student's Memory Learning Strategy

No	Statistic	Variable X
1.	High score	86
2.	Low Score	52
3.	Range	34
4.	Mean score	67.31
5.	Median score	66.1
6.	Modus	66.26

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[1]Purwanto, *StatistikaUntukPenelitian, (*Yogyakarta: PustakaPelajar, 2011), p.48

Based on the above table calculation means score, it was 67, 31 it means that the students in learning style was in good enough predicate. To know revelation of data was done to grouped the variable learning style which the total classes 6 and interval 6. Then, the computed of the frequency distribution of the student's score of group can be applied in the table frequency distribution as follows:

Table 10

The Frequency Distribution of Student's Memory Learning Strategy

Interval	Mid Point	Frequency	Percentages
52 – 57	54.5	4	10.81 %
58 – 63	60.5	6	16.21 %
64 – 69	66.5	15	40.54 %
70 – 75	72.5	7	18.91 %
76 – 81	78.5	3	8.10 %
82 - 87	84.5	2	5.40 %
Total		**37**	**100**

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:
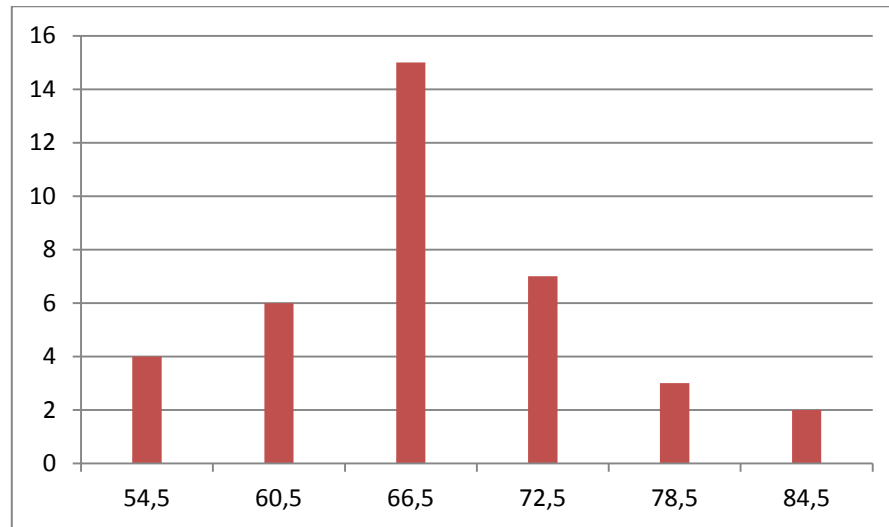
Figure 1: Description Data of Memory Strategy

Based on the above table, it was known that the variable revelation of memory strategy shown that the respondent at interval 52–57 were 4 students (10.81%), interval 58–63 were 6 students (16, 21%), interval 64–69 were 15 students (40.54%), interval 70–75 were 2 students (18.91%), and interval 76–81 were 3 students (8.10%), interval 82–87 were 2 students (5.40%).

2. Result of Students Reading Comprehension

The students' memory learning strategy got from 20 multiple choice in the form of narrative text that gave to students. The description of students' score can be seen on the table follow:

Table 11

Test Result of Students' Reading Comprehension

No	Name	Students' Score
1	A S	45
2	A M	45
3	A E D	65
4	D M H	65
5	D A G	90
6	D W	80
7	D S A	65
8	E Z A H	50
9	E P	75
10	F M D	45
11	H	75
12	I H	65
13	L S	55
14	L D	55
15	M	55
16	M H H	70
17	M U	65
18	M L	80
19	M H M	75
20	M S	40
21	N D H	45
22	N K	65
23	N S P	85
24	N L T	90
25	O A H H	85
26	R S P	90
27	R P A S	45
28	R A S	45
29	R M N	80
30	R S R	55
31	S M H	75
32	S A S	55
33	T N	60
34	U H	50
35	W A	55
36	W F	65
37	Y P P D	45
		$\sum Y = 2350$

The resume score of variable student's reading comprehension to the students at seventh semester of IAIN Padangsidimpuanhadbeen gotten as table below:

Table 12

The Resume of the Variable Score of Reading Comprehension

No	Statistic	Variable Y
1.	High score	90
2.	Low score	40
3.	Range	50
4.	Mean score	61.25
5.	Median score	63
6.	Modus	62.43

From the above table, it was known that the high score was 90, low score 40, mean was 50, median was 63 and modus was 62.43. Next, the calculation of how to get it can be seen in the appendix and based on the above table calculation mean score, it was 63.48 it means that the students in reading comprehension was in good enough predicate. To know revelation of data was done to grouped the variable score of reading comprehension which the total classes 6 and interval 8. Then, the computed of the frequency

distribution of the student's score of group can be applied in the table

frequency distribution as follows:

Table 13
The Frequency Distribution of Reading Comprehension

Interval	Mid Point	Frequency	Percentages
40–47	43, 5	8	21.62%
48–55	51.5	8	21.62%
56–63	59.5	8	21.62%
64–71	67.5	5	13.51%
72–79	75.5	0	0
80–87	83.5	3	8.10%
88-95	91.5	5	13.51%
Total		**37**	**100%**

In order to get a description of the data clearly and completely, the

researcher presents them in histogram on the following figure:
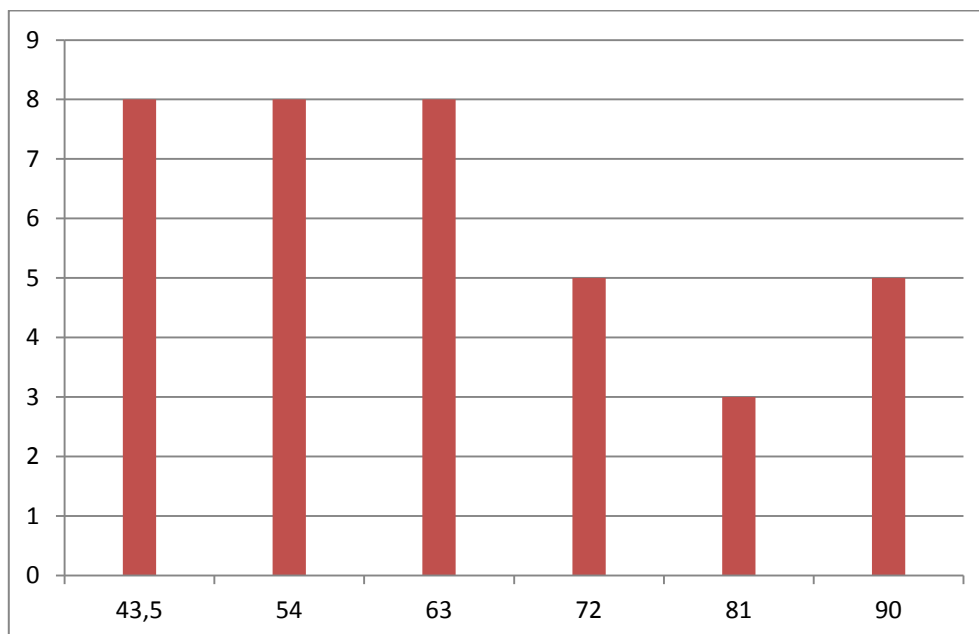
Figure 2: Description Data of Reading Comprehension

Based on the above table, it was known that the variable revelation of reading comprehension shown that the respondent at interval 40-47 were 8 students (21.62%), interval 49-56 were 8 students (21.62%), interval 58-65 were 8 students (21.62%), interval 67-74 were 5 students (13.51%), interval 76-83 were 3 students (8.10%) and Interval 85-92 were 5 students (13.51%).

B. Hypothesis Testing

Hypothesis testing aims to determine the correlation between memory strategy and reading comprehension to the students at seventh semester of IAIN Padangsidimpuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents are performed below:

$$\sum X = 2494$$

$$\sum Y = 2350$$

$$\sum X^2 = 170216$$

$$\sum Y^2 = 157450$$

$$\sum XY = 158130$$

By using the values above, calculated the value of correlation between variable X and Y.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

$$= \frac{37\,(158130)-(2494)(2350)}{\sqrt{\{37\ x\ 170216-(2494)^2\}\{37\ x\ 157450-(2350)^2\}}}$$

$$= \frac{5850810-5860900}{\sqrt{\{6297992-6220036\}\{5825650-5522500\}}}$$

$$= \frac{-10090}{\sqrt{(77956)(303150)}}$$

$$= \frac{-10090}{\sqrt{23632361400}}$$

$$= \frac{-10090}{153728}$$

$$= \text{-0.06}$$

Based on the data above, it is shown the correlation between students' memory strategy and students' reading comprehension is very low correlation. So, based on the above calculation between variable X and Y by r_{xy} the researcher got -0.06, it means the correlation between variable X and Y is negative correlation.

Table 14

Categories Value Correlation Coefficient and Strength Correlation

No.	Value of high r_{xy}	Interpretation
1	0.90-1.00	Very Good
2	0.70-0.90	Good
3	0.40-0.70	Enough (0.5)
4	0.20-0.40	Low
5	0.00-0.20	Very Low[2]

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

KP = The score of determine coefficient

r = The scores of the coefficients correlation

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

$$= (-0.02)^2 \times 100\%$$

$$= 0.0004 \times 100\%$$

$$= 0.04\%$$

Based on calculating above determine contribution memory learning strategy and srudents reading comprehension was 0.04%. It means the cotribution correlation between X and Y just only 0.04% and about 99.96 from other asfect.

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[2] Hartono, *Statistik,* (Yogyakarta: Pustaka Pelajar,2004), p. 78

To test hypothesis for the significant correlation, used the formulate

t_{count} or t_{test}:

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{-0.02\sqrt{37-2}}{\sqrt{1-(-0.02^{2)}}}$$

$$= \frac{-0.02\sqrt{35}}{\sqrt{1-0.0004}}$$

$$= \frac{-0.02\,(5.916)}{\sqrt{0.9996}}$$

$$= \frac{-0.11832}{0.997}$$

$$= -0.118$$

Based on the calculative above, the researcher found that t_{count}= -0.118 and dk = N-2 = 37-2 = 35, and at real α = 0.05, the researcher found that t_{table}= 2.704. So, t_{count} is smaller than t_{table}(-0.118<2.704). It means that there was no significant correlation between two variables. So H_a is rejected and H_o is accepted. It means that there was not significant correlation between memory learning strategy and students' reading comprehension at seventh semester of English Department Iain Padangsidimpuan.

C. Discussion of Result

Based on the data analysis above, it has proven that memory strategy gave very low correlation for reading comprehension. Memory strategy often used for memorizing, memory strategies are helpful for how students learn information, memory strategies are helpful considering how students remember

the information they have learned. Using a memory strategy can help students more successful in their academic, make students understand how he or she learns, remembers, and process information.

Next, Jie Li and Cecilia Ka-wai Chun's journal,[3] the regression analysis demonstrates a positive relationship between learning strategy use and student reading performance. Results show that the memorization strategy has more strength in predicting students' reading performance than the elaboration strategy, and that girls are doing better in reading than boys.Unfortunately, the strategies did not give big contribution to students' reading comprehension on this research. So, the researcher could not prove what have been stated by Jie Li and Cecilia Ka-wai Chun.

Furthermore, what has been finding by the researcher that based on the calculation of t_{test}= 0.070 that indicated that the correlation between students' memory strategy and students' reading comprehension is very low correlation. Then, based on the calculation of t_{count}= -0.118 and dk = N-2 = 37-2 = 35, and at real α = 0.05, the researcher found that t_{table}= 2.704 cause t_{count} <t_{table}, namely t_{count} = -0.118 and t_{table} = 2.704. It means that there was not significant correlation between memory strategy and students' reading comprehension at seventh

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[3]Jie Li and Cecilia Ka-wai Chun, "Effects of Learning Strategies on Students Reading Literacy Performance" (The Chinese University of Hongkong, 2012) Retrieved from: http://www.readingmatrix.com/articles/april_2012/li_chun.pdf, Accessed 31 October 17.00 p.m

semester students of English Department IAIN Padangsidimpuan. So, H_a is rejected and H_0 is accepted.

Moreover, in Hervil Fourdini,[4] concluded thatthe correlation between students' language learning strategies in reading & their reading comprehension at the second year of English Department of the state University of Padang and the hyphotheses can be accepted.It means, the students who used learning strategy be better in reading comprehension than students who did not use learning strategy.

Based on the explanation above, it indicated that the result of our research is different. The researcher think caused of sample was different. The students in IAIN Padangsidimpuan has different problems with students investigated by other researchers. That is perhaps that made our result became different or caused by other factor. The focuses are also for the situation in taking the data. When the researcher took the data, the students looked tired and uninterested because it was done at the afternoon. There are the problems make this research is not related the another findings above.

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[4] HervilFourdinietal. " The Correlation Between Students' Language Learning Strategies in Reading & Their Reading Comprehension at the Second Year of English Department of the State University of Padang", journal of English Language Teaching, vol 2, No.2 (2014) Retrieved fromhttp://ejournal.unp.ac.id/index.php/jelt/article/view/3712/ on Tuesday 8th at 09.30 a.m

D. The Threats of Research

Based on the result of this research, the researcher realized this research has some limitations. The limitations are time for sample in doing the test, condition and motivation of sample when do the test, and also total of question items.

Time for researcher to do the research was very limited, because the researcher did this research when they were in lecture time. The researcher only gave eighty minutes to answer questionnaire and multiple choices. The numbers of questionnaire and multiple choices are 80. One item for one minutes, it rushed them in answering the question, so they answer carelessly.

The researcher was doing research in afternoon, where the sample or respondents are in tired and bored condition and they have lack motivation in answering the test and questionnaire was given. It is because of they had many lesson to be learned before. So they answered the questionnaire and multiple choices uninterestingly.

Based on explanation above, the students did not understand about the questionnaires that have given by researcher, even though they have studied about it and the limitations made the researchwas 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 the result of research, the research comes to the conclusion as follows:

1. Students' memory strategy at seventh semester of English Department IAIN Padangsidimpuan was " Enough" getting mean score was 67.31.

2. Students' reading comprehension at seventh semester of English Department IAIN Padangsidimpuan was "Enough" getting mean score were 60.83.

3. Based on the result of this research, both variables has the correlation, it is negative correlation (-0.06) in the very low correlation, then the correlation is not significant. Based on the calculating of t_{count}, the researcher got $t_{count}= -0.118$ and $t_{table}= 2.704$. The comparison the both of values is $t_{count}<t_{table}(-0.118 < 2.704)$.So, H_a is rejected and H_0 is accepted. It means, there was not significant correlation between memory learning strategy and students' reading comprehension.

B. Suggestion

Here, the researcher made the suggestions as follows:

1. The English Teacher

    a. In teaching and learning English, they need appropriate method and approach. So English teacher are expected to be able to choose good method to increase student's English mastery.

    b. Because of every student has different condition and intelligence. English teacher should give motivation and opportunity to them and give explanation that English is easy to learn.

    c. The English teacher must be creative, innovative, and communicative when teaching English

2. Students

    a. Increase your interest in English, because by using English students can improve their knowledge because many information uses English to share to the other people.

    b. Choose your the best way, technique, or strategy to master and to advance your English.

    c. Ask to your English teacher when you have difficulties in comprehending English.

3. Next researchers It is suggested to another researcher(s) to complete this research by conducting any other research which related with learning strategy(s).

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CURRICULUM VITAE

A. Identity

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Place/ Birth date   : Padangsidimpuan/ June 23rd , 1994

Sex   : Male

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B. Parents

Father's name   : Mara Toga Harahap

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C. Educational Background

1   Elementary School   : SDN 103090 Sibongbong, (2007)

2   Junior School   : MTs YPKS Padangsidimpuan (2010)

3   Senior School   : SMA N 1 Angkola Selatan (2013)

Institute   : IAIN Padangsidimpuan (2017)

APPENDIX I
INSTRUMENT TEST FOR STUDENTS' READING COMPREHENSION
Information: This test just to know your ability in reading comprehension and there is no affected in your appraisal in final examination.

Name   :_____
Reg. No   :_____
Class   :_____

Instruction: Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1-20 items you choose the one best answer, A, B, C, or D, to each question. Give mark (X) on the best your answer.

The following text is for question 1-7

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

1. What is the topic sentence of the text?
   a. The Story of the Smart Parrot
   b. A parrot and a cat
   c. The Parrot
   d. Catano
2. Where does the story take place?
   a. London   c. Jakarta
   b. Puerto Rico   d. Buenos Aires
3. What is the word that the parrot cannot say?
   a. Catano   c. Canato
   b. Tacano   d. Nacato

4. What does the man do to the bird because the bird cannot say the name of a place?
   a. The man ate the bird.
   b. The sold the bird.
   c. The man killed the bird.
   d. The man taught the bird.
5. "The parrot was very, very <u>smart</u>" The word 'smart' means ….
   a. Stupid   c. Stubborn
   b. Clever   d. Beautiful
6. "The parrot was <u>screaming</u> at the fourth chickens "What does the underlined word mean?
   a. Smiling   c. Shouting
   b. Crying   d. Laugh
7. What is the conclusion of the text ?
   a. The Parrot can't say Catano
   b. The Parrot can say Catano
   c. The Parrot say Catano always
   d. The Parrot say Catano every time

The following text is for question 8-11

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

8. What is the topic sentence of the text?
   a. The box
   b. The magic box
   c. The farmer
   d. The old man
9. The complication started when ……
   a. The farmer dug up a big box in his field, took it home, and showed it to his wife
   b. His wife dropped an apple into a big box and suddenly the box filled up with apples
   c. The farmer and his wife sold the apples were able to live quite comfortably
   d. The farmer dropped a gold coin into the box
10. What did we learn from the story ?
    a. Being honest is not always wise
    b. All that glitters is not good
    c. It is good to be honest in life
    d. We must respect our parents
11. The generic structure of the text is…….
    a. Orientation > Complication > Resolution
    b. Orientation > Events > Re- Orientation
    c. General Classification > Description
    d. Identification > Description

The following text is for question 12-15

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flower and a small pool.

In the morning, my friends and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo.

We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

12. What is the topic sentence of the text……
    a. We went there at morning
    b. Last week, I went to Mount Bromo
    c. My friend and I saw
    d. We went to the zoo at Wonokromo
13. The word "stayed" (paragraph 1) is same with…
    a. Lived
    b. Leave
    c. Life
    d. Abandoned

14. The conclusion of the text above is…
    a. There are many interesting place in Mount Bromo
    b. Mount Bromo was a nice place
    c. The author is very happy to Mount Bromo
    d. The scenery in Mount Bromo was very beautiful
15. The word "beautiful" (paragraph 2) is same with…
    a. Pretty
    b. Good
    c. Goodness
    d. Bad

The following text is for question 18-20

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

16. What is the topic from the text?
    a. Puteri Mandalika a beautiful daughter
    b. Teberu Lombok
    c. A great king
    d. The king of teberu

17. The first paragraph is called ……
    a. Orientation
    b. complication
    c. resolution
    d. conclusion
18. The second paragraph is called ……
    a. Orientation
    b. complication
    c. resolution
    d. conclusion
19. Six of them came to Teberu and <u>ask for her hand</u> of marriage." (Paragraph 1) The underlined
    phrase can be replaced by …..
    a. Intend
    b. Propose
    c. Promise
    d. accompany
20. From the text we may conclude that…
    a. Putri Mandalika sacrificed herself to the sea for the sake of her people
    b. Putri Mandalika was a selfish princess
    c. One of the princes won the heart of Putri Mandalika
    d. The war happened against the kingdom due to the princess' decision

APPENDIX II

ANGKET TENTANG HUBUNGAN STRATEGI PEMBELAJARAN MEMORI DENGAN
PEMAHAMAN MEMBACA MAHASISWA

NAME   : _____

REG. NUMBER   : _____

CLASS   : _____

I.   Direction
     1. Read the questions well, then which one is the suitable for you.
     2. Give the cross mark (X) in the right answer.
     3. Answer the question based on your competence and don't cheat another's answer.
II. Questions
     A. Memory Strategy Questionnaire (Variable X)
         Answer these questions well by crossing a, b, c, or d.
     1. Dalam belajar bahasa inggris, saya menghubungkan apa yang baru saya pelajari
         dengan apa yang sudah saya ketahui sebelumnya
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang
     2. Saya menggunakan kosa kata bahasa Inggris yang baru saya ketahui dalam bentuk
         kalimat supaya saya bisa mengingatnya
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang
     3. Untuk mengingat kosa kata baru dalam bahasa Inggris, saya menghubungkan bunyi
         dengan gambaran atau ilustrasi tersebut
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang
     4. Saya mengingat kosa kata baru dalam bahasa Inggris dengan cara membayangkan
         sebuah situasi dimana kata tersebut dapat digunakan
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang
     5. Saya menggunakan rima untuk mengingat kosa kata baru (rice-ice-, no-know, etc)
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang
     6. Saya menggunakan flash card untuk mengingat kosa kata baru
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang
     7. Saya memperagakan secara fisik kosa kata bahasa inggris yang baru saya pelajari
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang
     8. Saya sering mengulang kembali pelajaran bahasa inggris
         a. Selalu   c. Kadang-kadang   e. Tidak Pernah
         b. Sering   d. Jarang

9. Saya mengingat kosa kata atau frasa baru dengan mengingat dimana saya melihat kosa kata tersebut (halaman buku, papan tulis, dll)
   a. Selalu   c. Kadang-kadang   e. Tidak Pernah
   b. Sering   d. Jarang

10. Hal yang paling saya ingat jika sesuatu itu berkaitan dengan orang, lingkungan dan wajah.
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

11. Saya lebih ingat apa yang saya lihat dan dengar
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

12. Saya suka menghafal dengan memakai social visual (gambar, grafik, dll)?
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

13. Ketika menjelaskan sesuatu kepada seseorang, saya membuat ilustrasi, gambar, dan coretan di kertas
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

14. Saya menggunakan kata bahasa inggris yang baru saya ketahui kedalam kalimat supaya mudah mengingatnya
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

15. Saya mengelompokkan kata bahasainggris agar lebihmudahmengingatnya (noun, verb, dll)
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

16. Hal yang paling saya ingat adalah ketika sesuatu itu berulang-ulang saya dengarkan
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

17. Dalam bahasa inggris, saya menggunakan keywords supaya lebih mudah untuk diingat
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

18. Saya menggunakan gambar sebagai ilustrasi dan lebih mudah mengingatnya
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

19. Saya mengingat kata dalam bahasa Inggris ketika berulang-ulang membacanya
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

20. Saya memperagakan kata bahasa Inggris yang baru saya ketahui supaya lebih mudah untuk diingat
    a. Selalu   c. Kadang-kadang   e. Tidak Pernah
    b. Sering   d. Jarang

APPENDIX III

Key Answer

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

APPENDIX IV

Test Result of Students' Memory Strategy

No	Name	Students' Score
1	Ade Syaputra	63
2	Annisa Mardia	52
3	Aprinda Efendi Daulay	67
4	Desi Maharani Harahap	68
5	Desti Amelisa Gultom	60
6	Dewi Wahyuni	63
7	Dharma Surya Arifah	86
8	Ema Zakia Agustina Harahap	72
9	Esriati Pohan	71
10	Fitri Mahrani Daulay	66
11	Hotiah	66
12	Ilham Hakim	83
13	Leli Soraya	60
14	Letmaida Dongorang	64
15	Mardhiyah	69
16	Marliana Hari Hasibuan	66
17	Marya Ulpa	71
18	Melisa Lubis	70
19	Miss Hanani Maleh	69
20	Miss Suraida	65
21	Nurhapsi Dayani Hasibuan	54
22	Nurlanni Khoiriah	69
23	Nurlela Sari Pulungan	66
24	Nurmayunita Lumban Tobing	66
25	One Aini Hakim Harahap	60
26	Rahayu Sakinah Purba	68
27	Rika PutriAniSiregar	70
28	Rima Alfina Siregar	80
29	Risky Muhammad Nur	61
30	Risna Sari Rambe	74
31	Sakinah Muliana Hasibuan	55
32	Sri Agustina Situmorang	65
33	Tania Nasution	81
34	Uswatul Hasanah	76
35	Winda Aulia	57
36	Wirdatul Fuadi	73
37	Yuni Putri Pertiwi Daulay	68
		$\sum X = 2494$

Test Result of Students' Reading Comprehension

No	Name	Students' Score
1	Ade Syaputra	45
2	Annisa Mardia	45
3	Aprinda Efendi Daulay	65
4	Desi Maharani Harahap	65
5	Desti Amelisa Gultom	90
6	Dewi Wahyuni	80
7	Dharma Surya Arifah	65
8	Ema Zakia Agustina Harahap	50
9	Esriati Pohan	75
10	Fitri Mahrani Daulay	45
11	Hotiah	75
12	Ilham Hakim	65
13	Leli Soraya	55
14	Letmaida Dongorang	55
15	Mardhiyah	55
16	Marliana Hari Hasibuan	70
17	Marya Ulpa	65
18	Melisa Lubis	80
19	Miss Hanani Maleh	75
20	Miss Suraida	40
21	Nurhapsi Dayani Hasibuan	45
22	Nurlanni Khoiriah	65
23	Nurlela Sari Pulungan	85
24	Nurmayunita Lumban Tobing	90
25	One Aini Hakim Harahap	85
26	Rahayu Sakinah Purba	90
27	Rika PutriAniSiregar	45
28	Rima Alpina Siregar	45
29	Risky Muhammad Nur	80
30	Risna Sari Rambe	55
31	Sakinah Muliana Hasibuan	75
32	Sri Agustina Situmorang	55
33	Tania Nasution	60
34	Uswatul Hasanah	50
35	Winda Aulia	55
36	Wirdatul Fuadi	65
37	Yuni Putri Pertiwi Daulay	45
		$\sum Y = 2350$

APPENDIX VI

The Result of Variable X and Y

No	INISIAL	X	Y
1	A S	63	45
2	A M	52	45
3	A E D	67	65
4	D M H	68	65
5	D A G	60	90
6	D W	63	80
7	D S A	86	65
8	E Z A H	72	50
9	E P	71	75
10	F M D	66	45
11	H	66	75
12	I H	83	65
13	L S	60	55
14	L D	64	55
15	M	69	55
16	M H H	66	70
17	M U	71	65
18	M L	70	80
19	M H M	69	75
20	M S	65	40
21	N D H	54	45
22	N K	69	65
23	N S P	66	85
24	N L T	66	90
25	O A H H	60	85
26	R S P	68	90
27	R P A S	70	45
28	R A S	80	45
29	R M N	61	80
30	R S R	74	55
31	S M H	55	75
32	S A S	65	55
33	T N	81	60
34	U H	76	50
35	W A	57	55
36	W F	73	65
37	Y P P D	68	45
		$\sum X = 2494$	$\sum Y = 2350$

APPENDIX VII

The Correlation Between Memory Strategy and Reading Comprehension

No	INISIAL	X	Y	X^2	Y^2	XY
1	A S	63	45	3969	2025	2835
2	A M	52	45	2704	2025	2340
3	A E D	67	65	4489	4225	4355
4	D M H	68	65	4624	4225	4420
5	D A G	60	90	3600	8100	5400
6	D W	63	80	3969	6400	5040
7	D S A	86	65	7396	4225	5590
8	E Z A H	72	50	5184	2500	3600
9	E P	71	75	5041	5625	5325
10	F M D	66	45	4356	2025	2970
11	H	66	75	4356	5625	4950
12	I H	83	65	6889	4225	5395
13	L S	60	55	3600	3025	3300
14	L D	64	55	4096	3025	3520
15	M	69	55	4761	3025	3795
16	M H H	66	70	4356	4900	4620
17	M U	71	65	5041	4225	4615
18	M L	70	80	4900	6400	5600
19	M H M	69	75	4761	5625	5175
20	M S	65	40	4225	1600	2600
21	N D H	54	45	2916	2025	2430
22	N K	69	65	4761	4225	4485
23	N S P	66	85	4356	7225	5610
24	N L T	66	90	4356	8100	5940
25	O A H H	60	85	3600	7225	5100
26	R S P	68	90	4624	8100	6120
27	R P A S	70	45	4900	2025	3150
28	R A S	80	45	6400	2025	3600
29	R M N	61	80	3721	6400	4880
30	R S R	74	55	5476	3025	4070
31	S M H	55	75	3025	5625	4125
32	S A S	65	55	4225	3025	3575
33	T N	81	60	6561	3600	4860
34	U H	76	50	5776	2500	3800
35	W A	57	55	3249	3025	3135
36	W F	73	65	5329	4225	4745
37	Y P P D	68	45	4624	2025	3060
		$\sum X =$ 2494	$\sum Y =$ 2350	$\sum X^2 =$ 170216	$\sum Y^2 =$ 157450	$\sum XY =$ 158130

Test Result of Students' Memory Strategy

Inisial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TA	N
A S	3	4	3	4	3	1	3	3	4	3	3	4	4	4	3	2	2	4	3	3	63	315
A M	3	3	2	2	1	3	2	4	2	3	4	4	2	2	2	3	1	3	3	3	52	260
E D	5	3	4	3	2	1	1	3	4	4	4	4	3	3	3	5	3	4	5	3	67	335
S A	5	4	4	5	4	4	3	2	5	5	5	4	2	5	5	5	5	5	5	4	86	430
M H	4	3	3	3	2	3	3	2	4	4	4	3	3	3	4	5	4	3	5	3	68	340
A G	4	3	3	3	2	2	2	3	3	3	3	3	3	3	3	4	3	3	4	3	60	300
O W	4	3	3	4	3	2	3	3	4	3	4	4	3	3	2	4	2	3	4	2	63	315
Z A H	4	2	3	2	1	4	5	2	2	4	5	5	3	4	4	5	5	5	4	3	72	360
E P	4	4	4	3	3	1	3	3	4	3	5	5	4	3	3	4	4	4	4	3	71	355
M D	3	3	4	4	3	4	3	2	3	4	3	4	3	4	3	4	3	2	3	4	66	330
H	5	4	4	4	3	2	2	2	4	4	4	3	3	3	3	4	3	2	4	3	66	330
I H	5	5	4	3	3	4	4	2	4	5	5	4	4	4	4	5	5	4	5	4	83	415
L S	3	3	5	3	3	3	3	2	3	3	1	3	3	3	3	4	3	3	3	3	60	300
L D	3	3	2	2	1	3	3	3	2	4	5	3	2	3	4	5	5	3	5	3	64	320
M	4	3	4	4	2	3	4	2	4	5	5	4	2	2	2	5	5	3	4	2	69	345
H H	4	3	4	4	3	2	2	4	2	4	4	4	4	2	2	4	2	4	4	4	66	330
M U	4	4	3	4	2	2	3	3	4	5	5	4	2	2	3	5	5	3	4	4	71	355
M L	5	1	1	4	1	4	4	1	4	5	5	2	4	1	4	5	5	5	5	4	70	350
H M	3	3	2	3	3	2	2	3	3	3	5	4	5	4	4	5	4	4	4	3	69	345
M S	4	4	3	3	2	3	3	2	4	4	4	3	3	3	4	4	3	3	3	3	65	325
D H	3	3	2	2	1	3	2	4	2	5	4	4	2	2	2	3	1	3	3	3	54	270
N K	4	3	3	3	2	4	4	2	4	4	4	3	2	3	4	3	5	3	5	4	69	345
S P	4	4	3	4	5	5	2	3	4	3	3	2	2	3	3	4	3	3	4	2	66	330
L T	3	3	3	3	3	1	3	3	5	5	5	3	3	4	3	5	3	3	4	1	66	330
A H H	4	3	3	1	1	2	3	3	2	4	4	4	4	3	2	5	3	3	4	2	60	300
S P	3	4	3	4	3	2	3	2	4	3	3	1	4	4	4	5	5	3	5	3	68	340
P A S	3	5	3	4	4	2	3	1	5	5	5	4	1	3	2	5	4	2	5	4	70	350
A S	5	5	4	5	3	3	5	2	4	5	4	3	3	5	4	5	5	4	4	2	80	400
M N	4	2	4	4	2	2	2	4	3	3	4	3	3	3	3	4	3	3	3	2	61	305
S R	5	5	3	3	2	1	2	3	3	3	5	3	5	5	5	5	5	3	5	3	74	370
M H	4	2	3	4	1	1	1	4	2	4	5	1	4	1	1	5	4	3	4	1	55	275
A S	4	3	4	3	1	1	4	1	2	4	4	5	4	4	3	4	4	3	4	3	65	325
T N	5	5	3	5	3	1	5	2	4	4	4	5	4	5	4	4	5	4	4	5	81	405
U H	4	3	4	4	2	3	2	4	4	5	4	4	5	4	4	5	5	4	4	2	76	380
W A	4	3	3	2	2	2	3	2	3	4	5	2	2	3	2	4	3	2	4	2	57	285
W F	4	3	4	4	3	1	4	2	3	4	5	4	3	3	4	4	5	5	5	3	73	365
P P D	4	3	3	4	3	4	4	2	3	3	4	3	4	3	3	4	3	3	4	4	68	340
Jumlah	146	124	120	126	88	91	110	95	126	146	155	128	117	119	118	161	138	124	152	110	2494	12470

APPENDIX IX

Memory Strategy

(Variable X)

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

52	54	55	57	60	60	60	61	63	63	64	65
65	66	66	66	66	66	67	68	68	68	69	69
69	70	70	71	71	72	73	74	76	80	81	83
86											

2. High score = 86
3. Low score = 52
4. Range = High score - Low score 86 - 52= 34
5. The total of classes (BK) = 1 + 3.3 log n
$$= 1 + 3.3 \log 37$$
$$= 1 + 3.3\ (1.56)$$
$$= 1 + 5.14$$
$$= 6.14$$
$$= 6$$

6. Interval (i)
$$I = \frac{R}{BK} = \frac{34}{6} = 5.6 = 6$$

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

No	Class Interval	F	X	FX	X^I	FX^I	F_{kb}	F_{ka}	Percentages
1.	52 – 57	4	54.5	218	2	8	N= 37	4	10.81 %
2.	58 – 63	6	60.5	363	1	6	33	10	16.21 %
3.	64 – 69	15	66.5	997,5	0	0	27	25	40.54 %
4.	70 - 75	7	72.5	507,5	-1	-7	12	32	18.91 %
5.	76 - 81	3	78.5	235,5	-2	-6	5	35	8.10 %
6.	82 - 87	2	84.5	169	-3	-6	2	N= 37	5.40 %
Total		**N= 37**	**-**	**$\sum FX =$ 2490.5**	**-**	**$\sum FX^I$ = -5**	**-**	**-**	**100%**

Mean score (x) $= \frac{\sum fx}{N} = \frac{2490,5}{37} = 67.31$

8. Median

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

ℓ	$= 63.5$		i	$= 6$
fi	$= 15$		F_{kb}	$= 12$
½ n	$= ½\ 37 = 18.5$			

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

$$Me = 63.5 + \left(\frac{18.5 - 12}{15}\right) 6$$

$$= 63.5 + \left(\frac{6,5}{15}\right) 6$$

$$= 63.5 + \left(\frac{39}{15}\right)$$

$$= 63.5 + (2.6)$$

$$= 66.1$$

9. Modus

$\ell = 63.5$	$F_a = 6$	$i = 6$
$U = 69.5$	$F_b = 7$	

$$Mo = \ell + \left(\frac{fa}{fa + fb}\right) i$$

$$= 63.5 + \left(\frac{6}{6+7}\right) 6$$

$$= 63.5 + \frac{36}{13}$$

$$= 63.5 + 2.76$$

$$= 66.26$$

Test Result of Students' Reading Comprehension

Inisial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TA	N	Y
A S	0	1	1	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	0	9	45	2
A M	1	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	9	45	2
A E D	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	0	13	65	4
D S A	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	0	13	65	4
D M H	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	0	0	13	65	4
D A G	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	18	90	8
D W	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	16	80	6
E Z A H	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	0	0	0	10	50	3
E P	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	15	75	6
F M D	1	1	1	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	1	0	9	45	2
H	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	15	75	5
I H	0	1	1	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	13	65	4
L S	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	0	11	55	3
L D	1	1	1	1	1	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	11	55	3
M	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	0	11	55	3
M H H	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	14	70	5
M U	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	1	1	1	0	1	13	65	4
M L	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	16	80	6
M H M	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	15	75	6
M S	1	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	1	1	0	0	8	40	1
N D H	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	9	45	2
N K	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	0	1	13	65	4
N S P	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	17	85	7
N L T	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	18	90	8
O A H H	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	17	85	7
R S P	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	18	90	8
R P A S	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	9	45	2
R A S	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	9	45	2
R M N	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	16	80	6
R S R	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0	11	55	3
S M H	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	15	75	5
S A S	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	11	55	3
T N	1	1	1	1	0	1	0	1	1	1	1	0	0	0	0	0	1	1	1	0	12	60	3
U H	0	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	10	50	3
W A	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	11	55	3
W F	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	13	65	4
Y P P D	1	1	1	0	1	0	0	1	0	0	1	0	1	1	0	0	1	0	0	0	9	45	2
Jumlah	23	37	35	25	27	27	13	35	18	18	30	29	28	11	19	20	27	23	10	15	470	2350	16

APPENDIX XI

STUDENTS' READING COMPREHENSION

(VARIABLE Y)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

40	45	45	45	45	45	45	45	50	50	55
55	55	55	55	55	60	60	60	60	60	60
60	60	70	70	70	70	70	80	80	80	85
85	90	90	90							

2. High score = 90
3. Low score = 40
4. Range = high score – low score 90 – 40 = 50
5. The total of classes (BK) = 1 + 3.3 log n
   $$= 1 + 3.3 \log 37$$
   $$= 1 + 3.3 \ (1,56)$$
   $$= 1 + 5,14$$
   $$= 6.14$$
   $$= 7$$

6. Interval (i)
   $$I = \frac{R}{BK} = \frac{50}{6} = 8.33 = 8$$

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

No	Class Interval	F	X	FX	X^I	FX^I	F_{kb}	F_{ka}	Percentages
1.	40-47	8	43.5	348	2	16	N=37	8	21.62%
2.	48-55	8	51.5	412	1	8	29	16	21.62%
3.	56-63	8	59.5	476	0	0	21	24	21.62%
4.	64-71	5	67.5	337.5	-1	-5	13	29	13.51%
5.	72-79	0	75.5	0	-2	-6	8	29	0%
6.	80-87	5	83.5	417.5	-3	-15	8	34	13.51%
7.	88-95	3	91.5	275.5	-4	-12	3	N=37	8.10%
Total		**N= 37**	**-**	**∑FX= 2251**		**∑FX^I = -8**	**-**	**-**	**100%**

Mean score (x) $= \frac{\Sigma fx}{f} = \frac{2251}{37} = 61.25$

8. Median

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

ℓ = 55.5   i   = 8

fi   = 8 F_{kb} = 13

½ n   = ½ 37=18,5

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

$Me = 55.5 + \left(\frac{18,5 - 13}{8}\right) 8$

$= 55.5 + \left(\frac{5,5}{8}\right) 8$

$= 55.5 + \left(\frac{44}{8}\right)$

$= 55.5 + (5.5)$

$= 61$

9. Modus

$\ell = 55.5$ $F_a = 8$ $i = 8$

$U = 64.5$ $F_b = -5$

$Mo = \ell + \left(\frac{fa}{fa+fb}\right) i$

$= 55.5 + \left(\frac{8}{8+(-5)}\right) 8$

$= 55.5 + \frac{64}{3}$

$= 55.5 + 21.33$

$= 76.83$

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Xt
																NO ITEMS															
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	28
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	27
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	26
	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	0	24
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	27
	0	1	0	0	1	0	1	0	1	0	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	17
	0	0	0	0	1	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	1	0	12
	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	26
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	3
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	27
	7	7	6	7	9	8	9	7	8	7	8	8	9	8	6	9	8	6	7	8	6	9	5	5	8	6	9	8	2	7	**217**
g	0.908	0.661	0.790	0.908	0.784	0.735	0.784	0.908	0.893	0.908	0.735	0.893	0.784	0.893	0.379	0.406	0.893	0.790	0.716	0.018	0.739	0.784	0.062	0.289	0.893	0.457	0.784	0.012	0.169	0.716	
d	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	0.707	

Validity of The Test Reading Comprehension

(Variable X)

Number of Item	Number of Correct Answer	r xy	**r** tabel	Interpretation
1.	7	**0.908**	**0.707**	**Valid**
2.	7	0.661	0.707	Invalid
3.	6	**0.790**	**0.707**	**Valid**
4.	7	**0.908**	**0.707**	**Valid**
5.	9	**0.784**	**0.707**	**Valid**
6.	8	**0.735**	**0.707**	**Valid**
7.	9	**0.784**	**0.707**	**Valid**
8.	7	**0.908**	**0.707**	**Valid**
9.	8	**0.893**	**0.707**	**Valid**
10.	7	**0.908**	**0.707**	**Valid**
11.	8	**0.735**	**0.707**	**Valid**
12.	8	**0.893**	**0.707**	**Valid**
13.	9	**0.784**	**0.707**	**Valid**
14.	8	**0.893**	**0.707**	**Valid**
15.	6	0.379	0.707	Invalid
16.	9	0.406	0.707	Invalid
17.	8	**0.893**	**0.707**	**Valid**
18.	6	**0.790**	**0.707**	**Valid**
19.	7	**0.716**	**0.707**	**Valid**
20.	8	-0.018	0.707	Invalid
21.	6	**0.739**	**0.707**	**Valid**
22.	9	**0.784**	**0.707**	**Valid**
23.	5	0.062	0.707	Invalid
24.	5	0.289	0.707	Invalid
25.	8	**0.893**	**0.707**	**Valid**
26.	6	0.457	0.707	Invalid
27.	9	**0.784**	**0.707**	**Valid**
28.	8	0.012	0.707	Invalid
29.	2	-0.169	0.707	Invalid
30.	7	**0.716**	**0.707**	**Valid**

APPENDIX XIV

Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.345
4	0.950	0.990	27	0.381	0.487	60	0.254	0.330
5	0.878	0.959	28	0.374	0.478	65	0.244	0.317
			29	0.367	0.470	70	0.235	0.306
			30	0. 361	0.463	75	0.227	0.296
6	0.811	0.917	31	0.355	0.456	80	0.220	0.286
7	0.754	0.874	32	0.349	0.449	85	0.213	0.278
8	0.707	0.834	33	0.344	0.442	90	0.207	0.270
9	0.606	0.798	34	0.339	0.436	96	0.202	0.263
10	0.632	0.765	35	0.334	0.430	100	0.195	0.256
11	0.602	0.735	36	0.329	0.424	125	0.176	0.230
12	0.576	0.708	37	0.325	0.418	150	0.159	0.210
13	0.553	0.684	38	0.320	0.413	175	0.148	0.194
14	0.532	0.661	39	0.316	0.408	200	0.138	0.181
15	0.514	0.641	40	0.312	0.403	300	0.113	0.148
16	0.497	0.623	41	0.308	0.398	400	0.098	0.128
17	0.482	0.606	42	0.304	0.393	500	0.088	0.115

18	0.468	0.592	43	0.301	0.389			
19	0.456	0.575	44	0.297	0.384	600	0.080	0.105
20	0.444	0.561	45	0.294	0.380	700	0.074	0.097
21	0.433	0.549	46	0.291	0.376	800	0.070	0.091
22	0.423	0.537	47	0.288	0.372			
23	0.413	0.526	48	0.284	0.368	900	0.065	0.086
24	0.404	0.515	49	0.281	0.364			
25	0.396	0.505	50	0.279	0.361	1000	0.062	0.081

Nomor   : **60** /In. 14/E.6a/PP.00.9/10/2016   Padangsidimpuan, **6 Oktober 2016**
Sifat   : Biasa
Lamp   : -
Perihal   : *Pengesahan Judul dan Pembimbing Skripsi*

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

Di –
Padangsidimpuan

Assalamu'alaikum Wr. Wb

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

Nama   : **MARA MUDA HARAHAP**
Nim   : **13 340 0059**
Fak/Jur   : **FTIK / TADRIS BAHASA INGGRIS - 2**
Judul Skripsi : **The Correlation Memory Learning Strategy and Student's Reading Comprehension of English Department Student's**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing 1 dan Pembimbing II penelitian penulisan skripsi yang dimaksud.
Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, Kami ucapkan terimakasih.

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PEMBIMBING I   PEMBIMBING II

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