THE INFLUENCE OF CRITICAL READING STRATEGIES MASTERY ON STUDENTS` READING COMPREHENSION AT ENGLISH EDUCATION STUDY PROGRAM STATE COLLEGE FOR ISLAMIC STUDIES PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program
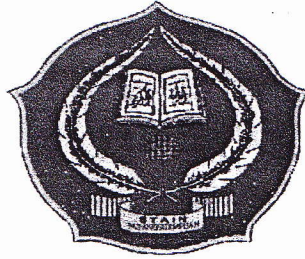
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Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the beneficent and the merciful

Praise is to Allah Lord of the world who has bestowed upon the writer in completing this thesis. Peace and blessing upon the prophet Muhammad SAW, his families, his companies, and his followers.

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REFERENCES

CURRICULUM VITAE

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ABSTRACT

Based on the fact of the problems about students' reading comprehension, the researcher identified many problems such as difficult to concentrate their mind, lack of clue mastering, lack of vocabularies, lack of motivation in reading, lack of grammar, lack of exercises, interest, support and the problem in reading process. So that, these problems make them bored and accept what was in print directly without making consideration first, and they think that what is in print, it is true. Finally, the researcher was interested to search and to know the influence of critical reading strategies mastery on students' reading comprehension at English Education Study Program STAIN Padangsidimpuan.

In this research, the researcher wanted to find out about how significant the influence of critical reading strategies mastery on students' reading comprehension was. The population of research was all of students at fourth grade of English Education Study Program and the sample of research was all of the population, they were 66 students. As the instrument for collecting the data the researcher used the questionnaires and test. The researcher used the product moment for analyzing data.

In this occasion, mean scores of critical reading strategies mastery = 75.47; it was categorized high score. Next, the mean scores of reading comprehension test = 67.86; it was categorized good score. In which the product moment result r_{xy} = 15.93 more than r_{table} on significant level 5% = 0.244 and on significant level 1% = 0.317. So, it was categorized very high influence.

Based on the result above, there was significant influence of critical reading strategies mastery on students' reading comprehension. It meant hypothesis was accepted.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading was an essential skill for learners of English as a second language. For most of these learners it was the most important skill to be mastered in order to ensure success not only in learning English. But also, in learning any contents class where reading in English was required, with strengthened reading skill, learners would make greater progress and development in all other areas of learning.

The important things of reading were processes which demand in making the unity of sentences can be seen slightly and to know the meaning of the words individually. Besides, reading made the brain relax, interacting with the feelings and thought, obtaining information and improving the science or knowledge and, involving the introduction of symbols that made up a language.

Reading made the brain relax, it means that there was something mentally relieving about turning the mind over to a story or riveting subject matter. Then, reading as a vacation from regular rattle and hum of the brain, and there was a relaxing effect that happened when readers allow their brain waves to sync with their eye movements in the act of reading. Next, interacting with feelings and thought, its mean that when reading, the mind would process it, in order to make the feeling interact to the text and to produce the better result and comprehending,

besides, to interact and express a point of view or ideas that readers have gotten from the text.

Reading was a way to get the information from something that was written, obtaining information and improving the science or knowledge. It could update readers' information, and it was very important. Beside the things that had mentioned above, reading also important to dig the information and grow up or developing the world currently. As much as the knowledge or information that has been gotten by reading, so that, as much as the choice while face the situation or challenge, as much the choice, it would make the spirit larger, as stated in the Holy Quran, Al-'Alaq verses 1 to 5, as below:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَـٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَـٰنَ مَا لَمۡ يَعۡلَمۡ ۝

> Meanings: "(Proclaim! Or Read In The name of thy lord and Cherisher, who created, create man, out of a mere clot of congealed blood. Proclaim! And thy Lord is Most bountiful, He who taught the use of the pen, taught man that which he knew not.[1]

Next, Allah who Most Merciful said that knowledge was source of life to get comprehend something and able to do something. Allah who Most Merciful said it in the Holy Quran at Surah Al-Baqarah, verse 31:

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ۝

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[1] Abdallah Yousef Ali. *The Glorious Quran* (Lebanon: Dar El Fikr, 2009), p. 558.

The meaning:"And He aught Adam the nature of all things, then he placed them before angels, and said: Tell Me the nature of these if ye are right."[2]

Last, reading involved the introduction of symbols that made up a language, as we knew that language has three main functions, they were talk about what was happening, what would happen and what has happened, then, to interact and/or to express a point of view and last, to turn the output of the previous two functions into a coherent whole.[3] Besides that, with reading process it meant that we looking for knowledge to enrich our view, and browsing the knowledge is the obligation for each moeslem as Rasulullah stated in his Hadits as below:

طلب العلم فريضة عل كل مسلم ....

Meanings: "Browsing for knowledge is obligation by moeslem……."[4]

There were many factors that affecting reading activity, such as: feel difficult to concentrate their mind, it was meant that students feel difficult in focusing and centering their mind when reading. It was caused they did not understand with the material that they read or the material is too high for them.

Readers couldn't choose the material that was appropriate with their motivation to be read and did not know, why and what for they read. In other words, they did not know how to set their goals in reading, besides they seldom or lazy to read. Next lack of motivation, it was caused of they did not understand the important of reading.

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[2] *Ibid*, p.7.
[3] David Butt, et. al. *Using Functional Grammar* (Australia: Macquarie University, 2000), p.5.
[4] Muhammad Puad Abdul Baqi. *Sunan Ibnu Madja, Zuz Awwal Babul Muqoddimah* (Beirut-Libanon: Dar Alkitab Ilmiah, No Year), p. 81.

Besides that, they thought that reading was an activity that made them bored. Next, feel so weary, its mean that they felt worry, or felt that they couldn't do it or finishing their material, and they often give up before trying. Last, bad custom in reading process, this case many found, such as, switching television, or listening music loudly while reading. It was bad custom because it made concentration decrease, reading on the bed, it made feel sleepy. So, readers can't read effectively.

In fact, this problem was faced not only common readers, but also this problems often faced by many students at English Education Study Program. As reading lecturer said that reading problem which often found by her such as: First, lack of clue mastering, for instance, did not understand about the use of punctuation, conjunction, and so on, it caused they seldom do reading activity or unusual to read.

Second, lack of vocabularies made students difficult in guessing and getting the mean ideas of written material. Third, lack of motivation in reading and seldom do practice and lack of attention about the important of reading.

From many factors that have mentioned above, the main factors come from the individual itself, for example they did reading activity because it was assignment only, many students accepted everything what they read at face value, the lack of motivation, and so on. Whereas, readers should critic in everything, included in reading process, they might not accept what was in print as true and should avoid become passive readers who read because it was assignment and

accepted whatever was in print as true without making consideration what they read with what they have known.

Many students were lack of critical reading and did not have the strategies to avoid these problems, stress and tired, and they did not know how to improve their comprehension in reading, such as; reading assignment with same ways and unable to analyze the purpose of it, and unable to adjust their speed to suit their purpose and unable to make questions in their mind.

Besides that, they accepted what was in print directly, without compared and connected what they were reading with what they have known. Before reading, they did not find out what was the assignment about and checked the length of an assignment before reading and read until the assignment was completed only.

Sometimes, they did not have the ability to keep track of their level of comprehension and concentration, they did not have the tricks to make them easier, read without pencil in hand, highlighting, jotting notes, and marking key vocabularies.

So, reading became the burden of their life. Besides, many students accepted everything they read at face value, seldom did they sit back and examine the authors' ideas, sources, evidences, or choice of words with critical eyes and most of them still accepted the adage "if it is in print, so that, it must be true".

From the problems that have mentioned above, the writer chose to explain about students' mastery of critical reading strategies. Because the writer felt interested to do the research about this problem, besides to become critical

readers, we might think about and react what we have read and got a writers' full meaning, we should go beyond what the authors say and able to consider what they intend.

In other side, readers needed to evaluate or react critically to what the authors said, many questionable opinions, beliefs, personal observations, misleading statements, and unwarranted conclusions appear in print every day yet. To be an alert, informed, and knowledgeable people, readers must approach everything they have read with an open and questioning mind.

Based on this case, the writer felt that this problem needed to be searched, therefore the writer wanted to conduct a research about "The Influence of Critical Reading Strategies Mastery on Students' Reading Comprehension at English Education Study Program State College for Islamic Studies Padangsidempuan".

B. Identification of the Problem

Based on the above background, many problems which often faced by the readers while reading process. So that, they often face the difficult in comprehending the text, and accepted what in print as true without making consideration with what they have known.

The problems that they were facing usually such as: difficult to concentrate their mind, lack of vocabularies and clue mastering, next, lack of motivation in reading and seldom do practice and lack of attention about the important of reading. So, these problems made them lack of critical reading, and became passive readers. Besides, they would accept what was in print directly

without making consideration first. Therefore, this research would be intended to solve the problem about the mastering of critical reading strategies and its influences on students' reading comprehension at English Education Study Program State College for Islamic Studies Padangsidimpuan.

C. Limitation of the Problem

There were many strategies that readers could apply to become critical readers, so that, based on the identification above, the writer limited the strategies that involved in this research, they are: making inferences, distinguishing between fact and opinion, and identifying the authors' purpose, recognizing generalizations, identifying tone, and identifying bias.

Besides, students' reading comprehension had many senses and many things that involved to it and it was impossible to search all. So, the writer limited the scope of the problems about their comprehension of critical reading which would be investigated.

Based on the identification of the problem above, the writer limited and focused on mastery of critical reading strategy and its influences on reading comprehension at fourth grade of students in English Education Study Program of State College for Islamic Studies Padangsidempuan.

D. Formulation of the Problem

Making the problem in this research clearer, the writer formulated based on the background and identification above, where the problems were formulated to represent component of problems in order to state the problems in relation with

them. Based on the above identification, the writer formulated the problem as follow "Was there the influence of critical reading strategies mastery on students' reading comprehension at English Education Study Program State College for Islamic Studies Padangsidimpuan?"

E. Purpose of the Research

Purpose was reason for which something was done or made and the ability to form plans and carry them out. So, the purpose of this research was based on the above formulation, to examine the influence of critical reading strategies mastery on students' reading comprehension at English Education Study Program State College for Islamic Studies Padangsidimpuan.

F. Significances of the Research

There were many significances of this research, parts of them such as: to evaluate the writer especially and whoever wants to be critical readers, its mean the writer self still lack of critical reading, and often accept what was in print as true, without considering what she reads with what she has known.

Then, to motivate the students to be more careful and selective in everything, sometimes students acted without considering, whether it was good for them or not, so that, through the result of this research, could be used to make them more careful and selective to do or choose everything, and able to differ the best and the worst for them, Then, as consideration to students in repairing and improving our quality and become efficient and critical students.

The information that was acquired from this research could be used and considered by the lecturers as educators, from this research, the lecturers could see as far as their students in critics something, especially in material of learning.

Last, as consideration and as example to make and help the next researcher easier, if they would do the case or research that was similar with this research.

G. Definition of Operational Variables

1. Critical reading strategies mastery was the understanding or the ability in using the strategies to make the readers more careful and critic about the written material and made them easier in evaluating and interpreting the author's purpose.

2. Students' reading comprehension was the ability or mastery that was needed by the students in understanding or mastering written material and the ability to interpret and evaluate their reading

So, critical reading strategies mastery was the understanding or mastering that was needed the readers to make them easier in understanding, evaluating and interpreting written material, and with critical reading strategies mastery, the students more careful in accepting something written and make consideration first, and didn't accept what was in print directly.

H. Outline of the Thesis

The systematic of this research was divided into five chapters, and each chapter consisted of many sub chapters with detail as follows:

In chapter one, consisted of background of the problem, included the problems that often faced by the students and suggestion for solving the problem, identification of the problem, included the specific problems that intended to the research, formulation of the problem, included the formulation or the figure of the problems that would be searched, limitation of the problem, included the problems that has been limited to be searched, because of something, hypothesis, contained the researcher's tentative of the formulation of the problem the purpose of research, included the aim or the goal of the research, significance of the research, contained the features of the research were intended to, definition of operational variables, contained the definition of each variables of the research and outline of thesis included the systematic or the stage of the research.

In chapter two, consisted of theoretical of related literature, which consist sub chapter such as theoretical review consists of description of reading comprehension, and it was divided in to some parts, such as: reading, reading comprehension, factors affecting reading comprehension and reading evaluation. Then, description of critical reading and strategies to become critical readers, included the meaning of critical reading and strategies that can be used the readers to be critical readers. Then, review of related findings, included the research that similar to the research that would be searched and conceptual of frame work, included the figure of the research stage that would be done.

In chapter three, consisted of place and time of the research, its mean that the location and the time that would be needed to do the research, the kinds of the research, is the types of the research that would be done, population and sample,

is respondents that needed for supporting the research, the instruments of data collection, is the tool or the equipment that needed for collecting the data, technique of data analysis, is the technique that would be used to analyze the data, and validity of instrument, included the calculation of the valid instrument and suitable to be used for the collecting data.

In chapter four, consists of the research findings which consists of description of the data, its mean, after the data have been collected, then described in order to be comprehended easier, discussion of the result research, included the calculation of the data and testing of hypothesis, included the calculation of the significant influences of x variable and y variable, whether there was significant or not and whether the hypothesis accepted or not.

And the last is chapter five, consisted of conclusion of the research and suggestions for the supporting the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

Theoretical Review involved the systemic identification, location, and analysis of documents containing information related to the research problems. It proposed to determine what has already been done that relates to the topic of the research and provided the understanding and insight necessary to develop a logical framework into the topic.

In this research reviews the theories of the critical reading strategies mastery and its influence on students' reading comprehension achievement, it consists of description of reading comprehension and its explanation, then, reading evaluation, description of critical reading strategies and last, strategies to be critical readers, as explained in the following:

1. Description of Reading Comprehension

a. Reading

Reading is process of cognition, interpretation and perception of a written material and an interactive process between the readers and the texts. Then, bringing meaning to and getting meaning from printed or written material.

Besides, reading is process of readers combining information from a text and their own background knowledge to build meaning and has the

goals to comprehend. And then, reading is not just saying the words, reading must always be a meaning getting process. [1]

Furthermore, reading is complex process that involved the features of parts of success ability and failure, after reading, readers should able to remember the information of the text that they have read. To know the contribution of readers' mind remembering the information depends on the factors that affect them while reading process. And reading material have types, several types of reading are identified, such as:

1) Genres of reading, each type or genre of written material has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently.

   Here the abridged of common genres of reading, they are: first, Academic reading, includes, general interest articles, technical report, reference material, textbooks, essays, editorials and opinion writing, test directions. Second, job-related reading, it is include, messages, letters, memos, reports, schedules, form, applications, financial documents, directories. And last, personal reading, includes newspaper, magazine, letters, etc.[2]

2) Types of reading, variety of performance is derived more from the multiplicity of genres of reading than from the variety of overt types of performance, nevertheless, for considering assessment procedures,

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[1] Douglas Brown. *Language Assessment Principles and Classroom Practices* (USA:Longman, 2004), p. 189.

[2] *Ibid,* p.189.

several types of reading performance are typically identified. Here the various assessment tests according to Brown as following:

a) Perceptive reading. It is involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

b) Selective reading. This category is largely an artifact of assessment formats. In order to ascertain someone's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well.

c) Interactive reading. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes and the like. The focus of interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately

short length with the objective of retaining the information that is processed.

d) Extensive reading. Applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.[3]

So, reading was not just saying the words, but also reading must always be getting process. Furthermore, reading is complex process that involved the features of parts of success ability and failure. After reading, readers should able to remember the information of the text that is read. And as we know that reading materials have types, genres as have mentioned above and reading that is intended in this research is extensive reading.

b. Reading Comprehension

Comprehension is the ability to understand or mastery something, or the ability in understanding or mastering written material. Comprehension is the readers' familiarity with the concepts and vocabulary presented, decoding ability, purpose for reading, and attitude toward reading itself.[4] While, Scovel, stated that comprehension is the understanding about what we hear and what we read.[5]

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[3] *Ibid*, p.190.
[4] Wayne Otto, et. al. *How to Teach Reading* (USA: Addison-Wesley Publishing Company, 1979), p.151.
[5] Thomas Scovel. *Psycholinguistic* (New York: Oxford University Press, 2001), p. 50.

To comprehend the written material, readers must use a variety of skills. For example, readers must be able to conclusions, identify main ideas, and recognize details from the selection, not all of the skills are used for comprehending every passage, but, several specific skills or can be identified that are important in the comprehension of written material.

Here several taxonomies of comprehension skills, such, Smith in Wayne Otto, suggested that reading comprehension may be divided into four categories, they are:

1.
    Literal comprehension, as the skill of getting the primary , direct literal meaning of a word, idea, or sentence in context, and it is generally accepted as the most simple, basic, comprehension skill and one that requires little thinking or reasoning.
2.   I
    nterpretation, which definitely involves thinking skills and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretative level, readers may make generalizations, determine cause and effect, identify motives, find relationship, predict endings, and make comparisons.
3.   C
    ritical reading, includes both literal comprehension and interpretation, but also goes beyond these two levels of comprehension. When individuals read critically, they evaluate what is read. That is, they examine critically the thoughts of the writer, which have been identified through the two lower levels of comprehension, and judge their validity, or worth.
4.   C
    reative reading. Creative reading is going beyond what the author has written, applying ideas from the text to new situation, and combining the author's ideas with others ideas to form new concepts or to expand old ones. Through creative reading, the reader creates something new an idea, the solution

to a problem, a new way of looking at something from the ideas gleaned from the text.[6]

While, Barrett urged that the taxonomy be viewed as a teaching tool and not as an exhaustive classification of comprehension abilities and tasks, as follows:

1. Literal level, distinguishes between recognition tasks and recall tasks. Recognition tasks require readers to be able to recognize a statement that has been drawn explicitly from the text. While, recall tasks require readers to reconstruct an explicit statement from memory.

2. Inference, as a synthesis of the students' prior knowledge, intuition, and imagination with the literal content of the text. Inferential comprehension may involve combining two literal statements to reach an unstated conclusion, readers use inferential comprehension skills when drawing on their own experiential background to fill in facts no expressly given in a passage.

3. Evaluation, which roughly corresponds to Smith's third level, critical reading. When students evaluate while reading, they compare the information contained in the selection with external criteria, such as outside authorities, or with internal criteria, such a personal knowledge.

4. Appreciation, involves a reaction to the aesthetic aspects of written communication. Barrett emphasizes the students' responses to the craft involved in writing, such as style, use of language, and the ability to create believable characters.[7]

A different approach to identify manageable element of reading comprehension is to base levels of comprehension on the unit of comprehension as well as on the response required by the readers. Carver,

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[6] Wayne Otto, *et al. Op. Cit*, p. 152.
[7] *Ibid*, p.153.

analyzed Spache's description of reading comprehension, suggested four levels of comprehension, as follows:

1. The word level, before one can understand a complete sentence, one must know the meanings of at least most of the words in the sentence, as they are used in that sentence.

2. The sentence, the readers must combine the words in the sentence and understand what the whole sentence means. The process of combining is not simply additive, fluent readers do not read or comprehend one word at a time, in a linear fashion, and then add up the meanings. Furthermore, the meaning of a particular sentence, as with a particular word, depends in part on the meanings of the sentence that surround it.

3. The unit of the paragraph. Readers comprehend the words and sentences in a paragraph and also develop an understanding of the meaning of the paragraph itself, this level like the other levels, does not involve just one skill. In comprehending a paragraph, readers may, for example, identify the main idea, draw an inference, or use the information in the paragraph to determine cause and effect.

4. A large element of reasoning, it is resembles the critical and creative levels of Smith's analysis of reading comprehension. He stated that the fourth level is associated with no particular unit and may involve thinking activities which are not at all associated with literal, implied, or tangential meanings of the prose.[8]

While, reading comprehension is the ability to interpret and evaluate what readers read and to understand of written or printed material, besides, a significant problem today as future educators. Readers

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[8]*Ibid,* p. 154.

must accept this challenge to develop functionally reading skills, at the same time, recognizing the value of reading and the purpose of reading comprehension are: to make easy in understanding of reading text, to draw inference from context, to follow the structure of a passage and to recognize a writer's purpose.

Next, according to Goodman in Wayne Otto, defined that reading comprehension as interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers' reconstructed message agrees with the writer's intended message. Then, according to Thorndike equates reading comprehension with verbal reasoning, and he suggested that reading comprehension should be considered in global terms and efforts to increase comprehension should concentrate on improving thinking abilities and should not attempt to deal with hypothesized separate sub skills that research has failed to validate.[9]

While reading process, readers should able to choose the important things of the written material and able to make the general conclusion, able to make deductive, make the conclusion of explicit meaning, and able to connect what they have known with what they read and have to evaluate and discuss what they read with others.[10]

Besides that, there are the close relation between reading purpose with the reading strategies applying and the reading purpose with the

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[9] *Ibid,* p. 155.

[10] Gordon Wainwright. *Speed Reading Better Recalling* (Jakarta: Gramedia Pustaka Utama, 2007), p. 43.

result of reading, its mean, identifying the clearly reading purpose will improve readers' comprehension, and if readers be aware with their purpose, so that, they will get what they want.[11]

The good and critical readers have the strategies to avoid these problems, stress and tired, and how to improve their comprehension in reading, such as; reading assignment with different ways and analyze the purpose of it, and able to adjust their speed to suit their purpose and to make questions in their mind. Besides that, they do not accept what is in print directly, but compare and connect what they are reading with what they have known.[12]

Before reading, find out what is the assignment about and should not check the length of an assignment before reading and read until the assignment is completed only. Then, the good readers read with purpose, summarize main ideas, organize information, and monitor their comprehension as they read. If a breakdown in comprehension occurs, good readers may apply one or more of the learning strategies.[13]

So, based on the above quotation, the writer makes conclusion that comprehension has many levels according to the kind of response required by the readers and the manageable elements of reading comprehension or the bases levels of comprehension, according to these theories, there are

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[11] Nurhadi. *Bagaimana Meningkatkan Kemampuan Membaca* (Bandung: Sinar Baru Algensindo, 2004*),* p.10.

[12] Kathleen T. McWhorter. *Efficient and Flexible Reading* (Harper Collins Publisher, 1992), p. 24

[13] *Ibid*, p. 25.

many relates theory of the experts or authors, but, has differences in choose of word or diction. Furthermore, comprehension does not just happen because a reader's eyes move across a page of print.[14]

Finally, it can be concluded that reading comprehension is an interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers' reconstructed message agrees with the writer's intended message.

c. Factors Affecting Reading Comprehension

There are many factors that affect readers' reading comprehension both quantity and quality of their reading comprehension such as; speed reading, the purpose of reading, the written material and the environment while reading process. Besides that, some of factors are characteristics of the material to be read and others are related to the readers, the decoding skill of the readers, the purpose the readers sets for reading the passage or selection will also affect their reading comprehension, then, the readers' attitude hold about reading itself.[15]

Then, the readers' familiarity with the concepts and vocabulary presented, decoding ability, purpose for reading, and attitude toward reading itself all will influence our comprehension. But, readers can repair their both quality and quantity through read the written material with the variety and large theme, discuss, and test.

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[14] Wayne Otto, *et al. Op. Cit*, p. 147.
[15] *Ibid,* p. 146.

Sometimes, the factors caused of misusing of reading strategies, such as reading strategies mastery, use, and awareness. Here the factors of reading strategies that affecting reading comprehension, they are:

1. Reading strategies mastery, this problem often faced by the readers, they do not know strategies that being used, moreover do not understand about that strategies.
2. Reading strategies use, sometimes readers know that strategies, but they do not know how to use, when will and what for they use that strategies.
3. Reading awareness, readers master about the function of strategies and they realize that strategies.[16]

Besides the problem that have mentioned above, while reading process there are many factors that affecting reading comprehension, and from those factors can be classified into three kinds, they are:

1. Factors of learning stimulation. Learning stimulation is all of the things out of individual that simulating the individual to make react and learning act. This stimulation included of material, evidence, and external environment that have to be achieved or learned by the learner or reader. Here some factors that relates to learning stimulation, they are: the length of written material, the difficulty of the written material, the useful of written material, the quality of tasks, and last, external environment.[17]

2. Factors of learning method. Learning method that is used by students have the effects to their achievement, such as: doing practice, over learning and drill, recitate during learning, knowing about learning

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[16]*Ibid*, p. 148.
[17] Muhibbin Syah. *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2004), p. 151.

achievement, learning with the whole and with the parts, using modality of our gesture, set the goal, learning guidance, and incentive condition.[18]

3. Individual factors. Besides those factors, individual factors have the big influence on someone's learning achievement. The factors such as: physical or maturity, chronology, gender, experience, mental capacity, and motivation. The others factors that affecting reading comprehension are reading problems, such as: difficult to concentrate their mind, anxiety, beside that reading loudly, read word by word, look or read each of the lines of reading material, make our foot or body move, thinking concentration broken by other things out of reading material, singing, the habit to stop for long time at the first sentence, paragraph, sub chapters, moreover in the middle of sentence, often recall or reread the material that have read.[19]

4. Lack of motivation. The base meaning of motivation is internal organism of human or animal that is supported to make something.[20]

While, according to Hilgard and Russel in Wasty Soemanto, stated that motivation is "the evidence seems rather clear, too, that motivation is not something applied apart from the learning situation but is an intrinsic part of it".[21]

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[18] *Ibid,* p. 159.
[19] Nurhadi. *Op. Cit,* p. 120.
[20] Muhibbin Syah. *Op. Cit*, p. 152.
[21] Wasty Soemanto. *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2003), p. 201.

So, motivation is the change of energy in individual itself. It is signed by effective supporting and re act to achieve the goal, and it is a part of learning. Lack of motivation, it is caused of miss or lose of understanding the important of reading, then, they think that reading is an activity that make them bored, in fact, motivation becomes the supporter their concentration and help to produce the complete understanding whether in reason or emotional.

So, can be concluded that there are many factors that affecting reading comprehension, whether comes from the external factors or individual itself.

d. Reading Evaluation

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading is a skill that is taken for granted, then as the most essential skill for success in all educational contexts, remains a skill of paramount importance as readers create assessments of general language ability.

The purposes of reading assessment usually are to tap into learners' global understanding of a text, as opposed to asking test-takers to zoom in on small details as Brown, stated. The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in

assessing learners, and all of the reading assessments must be carried out by inference.[22]

Authentic assessment of reading requires planning and organization, the key lines in identifying the purpose of reading assessment and matching instructional activities to that purpose. After identification of assessment purpose, it is important to plan time for assessment, involve students in self and peer assessment. Here the steps for assessment of reading, they are:

1. Identify the purpose. Any assessment of reading must begin with the purpose of the assessment. At least four major purpose of the assessment of reading have been identified by Johns in O,Malley, they are:

   a) Studying, evaluating, or diagnosing reading behavior
   b) Monitoring student progress
   c) Supplementing and confirming information gained from standardized and criterion-referenced tests
   d) Obtaining information not available from other sources.[23]

   While, for second language learners, other purpose of reading

assessment are:

   a)   Initial identification and placement of students in need of a language-based program, such as English as second language or bilingual education
   b) Movement from one level to another within a given program, such as intermediate to advanced levels of English as second language

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[22]Douglas Brown. *Op. Cit*, p. 190.

[23] J. Michael O,Malley and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners* (USA: Addison- Wesley Publishing Company, 1996), p. 99.

c)   Placement out of an English as second language or bilingual program and into a grade-level classroom
d)   Placement to determine the language proficiency and content area competencies of students in order to recommend an appropriate educational program
e)   Graduation from high school.[24]

2. Plan for assessment. Once readers have identified their purpose for assessment, they can begin to outline their major instructional goals or learning outcomes and match these to their learning activities. However, they may find it easier to identify instructional objectives after naming different kinds of assignments or tasks students find most interesting and challenging.[25]

3. Involve students. Students become partners in the assessment process when they are encouraged to engage self-assessment and peer assessment. Student reflection is a vital element of authentic assessment. Self-assessment, while not graded by the teacher, helped both teachers and students became aware on students' attitudes, strengths, and weakness in reading. While peer assessment, to involve students in peer assessment teachers ask them to rate their peer reading comprehension levels and attitudes toward reading in reading discussion groups.[26]

4. Scoring procedures. Develop initial criteria by which students' reading progress will be measured before using instructional activities for

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[24] *Ibid,* p. 99.
[25] *Ibid,* p. 101.
[26] *Ibid*, p. 102.

assessments. Criteria should be stated in terms of what students can do rather than what they can't do, the best way to develop scoring procedure is with students' input.[27]

5. Set standards. Standard for reading comprehension can be set by establishing cut-off scores on scoring procedures.

6. Select assessment activities. Assessment of reading should be embedded in activities for teaching reading. These are instructional activities that can also serve for assessment of reading in a second language, include: retellings, reading logs, literature responses, literature groups, cloze tests, text with comprehension questions, and reciprocal teaching.

7. Record teacher observation. One of the effective ways for a teacher to assess the students' reading comprehension is through teacher's observation. This assumes that the teacher knows what to look for and how to document student progress through observational methods.[28]

Therefore, it can be concluded that there are some basic points that we should consider in the reading assessment of English language learners, to make it more authentic.

2. Description of Critical Reading and Strategies to be Critical Readers

2.1. Description of Critical Reading

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[27] *Ibid*, p. 103.
[28] *Ibid*, p. 120.

There are many skills in learning language, such as: speaking, writing, listening, and reading. Reading is one o the most important skills. Reading is process of cognition, interpretation, and perception of written material and interactive process between readers and texts.

But, as students they should critic in everything, included in reading process, they may not accept what is in print as true and should avoid become passive readers who read because it was assignment and accept whatever is in print as true without making consideration what they read with what they have known. Many students are lazy to read, it is may be caused the lack of motivation or attention about the important of reading.

To become critical readers, as McWhorter stated that readers must think about and react what they read and get a writers' full meaning, readers should go beyond what the authors say and able to consider what they intend, in other side, they need to evaluate or react critically to what the authors say.[29]

Therefore, it was necessary to make inferences, to consider what they suggested, to distinguish between fact and opinion, to recognize generalizations and bias, and able to identify tone. Many questionable opinions, beliefs, personal observations, misleading statements, and unwarranted conclusions appear in print every day yet.[30] To be an alert, informed, and knowledgeable people, readers must approach everything that

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[29] Kathleen T. McWhorter. *Op. Cit*, p. 376.
[30] *Ibid*, p. 377.

they read with an open and questioning mind and able to use critical strategies.

Critical readers able to use questions to help them easier to get what they want in reading, as Rudyard Kipling's poets in Gordon Wainwright where the brief lyrics such "I keep six honest serving men, they taught me all I knew, their names are: what?, and why?, and when?, and how?, and where?, and who?".[31]

Beside that, the good and critical readers know why do they read, and understand what they read and they should mastery their speed and they know the written material.[32]

Then, according to Albert [et al] in Gordon Wainwright, Critical reading is the kind of reading that is done effectively, evaluative, analytic, deeply, and do not just looking for the mistakes only.[33]

While, Nurhadi, stated that critical reading is reading comprehension of readers using the written material critically to find whole of the material written, whether implicit or explicit meaning through knowing, understanding, analyzing, synthesizing, and evaluating. And critical reading not only reading the lines, but also, reading between the lines and reading beyond the lines.[34]

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[31] Gordon Wainwright. *Op. Cit*, p. 27.
[32] Henry Guntur Tarigan. *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Aksara, 2005)*,* p. 117.
[33] Gordon Wainwright. *Op. Cit,* p. 89.
[34] Nurhadi. *Op. Cit*, p. 59.

Here some characteristic of critical readers, they are: while reading they carry out of critical thinking ability, and don't accept authors' value directly, and try to find the truth, and they read to produce and don't to memorize.[35]

There are many things that are needed to be done by the readers to become critical readers, such as; making consideration of context and the background of written material, making critically on questions that is made by the authors, considering with others material, analyzing the authors' assumption, evaluating the sources of authors' text, and identifying the bias.[36]

According to Listiyanto Ahmad, in Aizid, stated there are several steps that readers should pass in critical reading like as; understanding the content of material, evaluating and testing the sources of written, interacting between the readers and the author, determining (accepting or rejecting) authors' ideas. Therefore, readers can get the purpose of critical reading and able to find the facts of the texts, and give the evaluation of that material, where, in critical reading that should remember is the main ideas only.[37]

Finally, critical reading is included to kinds of reading that hard enough, this is caused, the readers have to carry out the attempt over than just understanding the authors say only, and have to evaluate the authors' statement and should make the own suggestion depend on that statement,

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[35] *Ibid*, p. 65.
[36] Rizem Aizid. *Bisa Baca secepat Kilat* (Jogjakarta: Buku Biru, 2011)*,* p. 34.
[37] *Ibid*, p. 35.

because, it is not all of the written material is true.[38] So, the readers not only read, but also think about the problem that mentioned by the authors.

2.2. Strategies to be Critical Readers

Strategies are the tools for active, self directed involvement that is necessary for developing communicative ability. Strategies are not single event, but rather a creative sequence of events that learners actively use.

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic.

To achieve the desired results in reading process, students need to use reading strategies that match their purpose for reading, then, reading strategies mean not only knowing what strategy to use, but also, knowing how to use and integrate a range of strategies.[39]

There are many strategies that can be used by the readers to interpret and evaluate what they read and these strategies most useful to become critical readers and present numerous strategies to help them responding, interpreting, comprehending and evaluating academic reading, assignment, that demand critical reading.

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[38]*Ibid*, p. 36.
[39] David Nunan. *Practical English Language Teaching* (New York: McGraw-Hill, 2003), p. 76.

There were six strategies that would be discussed, they are: making inferences, distinguishing between fact and opinion and identifying the authors' purpose, recognizing generalization, identifying tone and recognizing bias. As explained following:

a. Making Inferences

An inference was a logical connection that readers draw between what they observe or know with what they don't know. All of us make numerous inferences in daily living without consciously thinking about them, but, although the inferences are reasonable guesses made on basis of available information, they are not always correctly. Basically an inference is the best guess that they can make given the available information and circumstances.[40]

While, according to Djuharie, inference is a process to use the signs to collect information, signs, evidence, about an event that appear when readers read. But, because that information is not always stated with surely relation, they must complete their information selves with those signs. Inference is the skill that important, because, an inference help them to fill the information that signed by the authors.[41]

Readers' background knowledge could influence their reading comprehension, this includes all of the experiences that readers bring to a

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[40] Kathleen T. McWhorter. *Loc. Cit.*
[41] Otong Setiawan Djuharie. *Extensive Reading Top- Down Reading* (Bandung: Yrama Widya, 2008), p. 159.

text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.[42]

Students read for many purposes, one of the most important of these was reading to learn in the content areas, when moving from literature or trade books to content area texts, the purpose of reading changes from learning to read to reading to obtain information. Both the content and organization of the text are likely to be new to readers.

For English language learners, it is important to make content area topics relevant by involving students in how they learn and by providing opportunities for them to negotiate meaning through both oral and written language. By their very nature, content area texts pose special challenges to second language learners. Among these are: Schema activation, text structure, and active use of reading and learning strategies.[43]

Schema activation was the process by which students access prior knowledge or background and match it to information in the text, missing schema can limit learning from texts and students need to be familiar with the language as well as the concepts of the content area.[44]

Schema helped reading comprehension in the three ways, they are: by providing the framework for reading selectively and purposefully, the,

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[42] Ibid, p.160.
[43] David Nunan. *Op. Cit*, p. 79.
[44] *Ibid*, p. 80.

by helping readers better organize and retain information, and by enabling students to elaborate information and ask questions of the text.[45]

Text structure together with the content area influence reading comprehension. Content area texts are written to inform, primarily by describing and explaining, students who are more familiar with patterns or structure will comprehend text much better than those who are not. And third was active use of reading strategies, more skilled readers have a higher awareness of reading strategies and are better able to match them appropriately to text than less skilled readers.[46]

Then, reading comprehension could be significantly enhanced if background knowledge can be activated by setting goals, asking question, making predictions, teaching text structure, and soon, if learners are reading on an unfamiliar topic, they may need to begin the reading process by building up background knowledge.[47]

Making inferences as they read its mean that as in many other everyday situations, they make inferences frequently when they are reading. Applied to reading, an inference is reasonable guess about what the author does not say based on what he or she says. Readers required making inferences when an author suggests an idea but does not directly state it.[48]

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[45] *Ibid*, p. 82.
[46] J. Michael O,Malley and Lorraine Valdez Pierce. *Op. Cit*, p. 97.
[47] David Nunan. *Op. Cit*, p. 74.
[48] Kathleen T. McWhorter. *Op. Cit*, p. 379.

How to make inferences, It was difficult to outline specific steps to follow in making, since each inference entirely depends on the situation and the facts provided as well as on our knowledge and experience with the situation. However a few general guidelines for making inferences, they are:

1) Be sure we understand the literal meaning first, before they can begin any form of interpretation, including inference, they must be sure that we have a clear grasp of the stated facts and ideas. For each paragraph, then they should identify the topic, main idea, and organizational pattern. Only when they have an understanding on the literal or factual, content they can go beyond literal meaning and formulate the inferences.[49] Usually, the authors present divided into three parts, they are: introduction, content, and conclusion[50]

2) Ask our self a question, to be sure that we are making necessary inferences to get the fullest meaning from a passage.

3) Use clues provided by the author, a writer often provides numerous hints that point we toward accurate inferences, such as; a writer's choice of words often suggest his or her attitude toward a subject. Try to notice descriptive words, emotionally charged words with strong positive or negative connotations.

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[49]*Ibid,* p. 380.
[50] Henry Guntur Tarigan. *Op. Cit*, p. 94.

4) Consider the author's purpose, an awareness of the author's purpose for writing is often helpful in making inferences.

5) Verify the inference, once readers have made inference, be sure to check that is accurate, look back at the stated facts to see that there is sufficient evidence to support the inference. Also, be sure that they have not overlooked other equally plausible or more plausible inferences that could be drawn from the same set of facts.[51]

b. Distinguishing between Fact and Opinion

An essential critical reading skill was the ability to distinguish fact from opinion. Where, the facts were statements that can be verified, proven to be true or false. While, opinion was statement to express feelings, attitudes, or beliefs and are neither true of false.[52]

When readers understood about the difference between a fact and opinion, they could begin to understand statements that express a point of view. Statements could be directly proven or disproven with evidence are considered facts.

While, opinion couldn't be proven or disproven. However, an author could persuade the readers to accept an opinion by presenting supporting facts. Then, the fact was the statement that stated the truth of what have happened or a problem, and it was based on the direct evidence.

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[51] Kathleen. McWhorter. *Loc. Cit.*
[52] *Ibid*

In other words, fact is something which known through experience and actual observation.[53]

Whereas, opinion was statement that was believed, evaluated, or felt directly. Opinion showed how someone thought about something, the strength opinion was the opinion which based on the facts, but, it still as view of someone about something by itself not a fact. Here some ways to identify facts and opinions, such as:

1) Find out the words which have interpretation

2) Find out the clues to ask opinion, the words such as: probably, perhaps, often, usually, sometimes, on occasion are used to limits a fact statement and to indicate the others opinion probably. Then, the others words that is followed by the opinion clearly, such as: I believe, I think, in my opinion, I feel, I suggest

3) Before we receive a statement as the facts and as the opinion, we have to ask the author's skills, such, is he a reliable person? and why do have to follow him or her?

4) Test the author's opinion with asking, is there the different opinion or not, we have not to agree with other opinion or the author's opinion about the problem, so we must able to find if there the different opinion.

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[53] *Ibid*, p. 185.

5) Many authors provide the statement of other statement in order to illustrate their ideas, be sure that we can mention the sources of each the occur statement in material which we read.[54]

A fact can be proven or disproven with direct evidence. Often an author states an opinion and express an attitude or feeling about people, places, events, situations, or ideas. Whereas an author can use facts as a basis for persuading the reader that opinion is correct. So, distinguishing between facts and opinions would help readers to understand a selection. And they will achieve a deeper level of comprehension in their reading.[55]

c. Identifying the Author's Purpose

Authors write for a variety of purpose: to inform, or instruct the reader, to amuse or entertain, to arouse sympathy to persuade the reader to take a particular action or to accept a point of view. To be effective readers, they must be aware of authors' purpose.[56]

As critical readers, they have to able to evaluate, analyze the written material that is presented by the authors. Beside that, they must be sure and can determine whether they have carried out the main problem satisfied, or not. So that, they have to read from these sides; information, logic, language, qualification, and the sources.[57]

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[54] Otong Setiawan Djuharie. *Op. Cit*, p.126-127.
[55] Joan Kimmelman, et al. *Reading and Study Skills: A Rhetorical Approach* (USA: MacMilan Publishing Company, 1984), p. 13.
[56] Kathleen T. McWhorter. *Op. Cit,* P. 382.
[57] Henry Guntur Tarigan. *Op .Cit*, p. 96.

To identify the authors' purpose in material in which it is not apparent, first determine the subject and thesis of the material and notice how the authors supports and start to think critically about the material with determine who the intended audience is, what the tone is, what is the point of view, and does they try to prove anything about the subject.

Questioning the author's purpose was an excellent technique for engaging students in meaningful cognitive and meta cognitive interactions with text and for assisting students in the process of constructing meaning from the text, emphasize that this activity is to be done during the reading process, not after reading.[58]

d. Recognizing Generalizations

A generalization was a statement that was made about large group or a class of items based on observation of or experience with a part that group or class. As readers evaluate the evidence a writer uses to support his or her ideas, be alert for generalizations used as fact.[59]

Remember that a generalization was not a fact and represents the author's judgment only about a particular set of facts. When reading material that contains generalization, approach the author's conclusion with a critical, questioning attitude, when generalization is unsubstantiated by facts, regard it as an opinion expressed by the author.

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[58]David Nunan. *Op. Cit*, p. 75.
[59] Kathleeen T. McWhorter. *Op. Cit*, p. 385.

Generalizations presented as facts are dangerous and misleading and may be completely false.[60] It helped readers to interpret what they are reading and to get the depth meaning of the written material. When they generalize, it means they develop the meaning out of the specific ideas of the written that they read, it is allow them to apply the information that they have known the large meaning, do not as specific. They add the facts and details, and from that, they make the ideas or general principles.[61]

In generalizing process, they develop a concept or rules based on what they have read. Here some ways to make generalization, such as:

1) Be sure we understand the main ideas and supporting details of reading material.

2) Be sure we can make conclusion or prediction outcomes based on the information we have read.

3) Think how we can apply the author' ideas in different situation

4) Do not go running so far out of the information that provided by the author when we make generalization. If we do this, we will face the problem and making the questions that its scope so large, because it is often does not give the chance to occur the exception.[62]

e. **Identifying Tone**

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[60] *Ibid*, p. 386.
[61] *Ibid,* p. 387.
[62] Otong Setiawan Djuharie. *Op. Cit*, p. 155.

In speech, a speaker's tone of voice reveals his or her attitude and contributes to the overall message. According to McWhorter, tone is also evident in a piece of writing and it, too, contributes, to its meaning.[63]

Recognizing an author' tone was often important in interpreting and evaluating because tone often reveals feelings, attitudes, or viewpoints not directly stated by the author. An author's tone is achieved primarily through word choice and stylistic features such as sentence pattern and length.

Tones revealed feelings. Many human emotions can be communicated through tone, disapproval, hate, admiration, disgust, gratitude, forcefulness, are examples.

Tone could also establish a distance of formality between the writer and reader, or, on the other hand, can establish a sense of shared communication and draw them together. In the excerpts that notice follow how in the first passage, a formality or distance is established, and in the second, how a familiarity and friendliness is created.[64]

f. Identifying Bias

Bias refers to an author' partiality, inclination toward a particular viewpoint, or prejudice. A writer is biased, for example, if he or she takes

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[63] Kathleen T. McWhorter. *Op. Cit*, p. 387.
[64] *Ibid*, p. 388.

one side of a controversial issue and does not recognize opposing viewpoints.[65]

Perhaps the best example of bias is in advertising. In some material the writer is direct and outright in expressing his or her bias; other times the bias is hidden and left for the reader to discover through careful analysis. Here are some ways to identify bias, with applying these questions:

1) Analyze connotative meanings. Is there a preponderance of positive or negative terms toward the subject?

2) Notice descriptive language. What impression is created?

3) Analyze the tone. The author's tone often provides important clues.

4) Look for opposing viewpoints.[66]

B. Review of Related Findings

Research was study about certain object to find out new facts about it. There have been many researches done regard to this research. And the writer found some related research such as:

First, Marwah, her thesis is "The Correlation between Reading Strategies and Students' Reading Comprehension at Fourth Semester STAIN Padangsidempuan". The purpose of this research is to know the correlation between reading strategies and students' reading comprehension at students at fourth grade and analyzed using quantitative approach and using product moment

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[65] *Ibid*, p. 390
[66] *Ibid*, p. 392.

correlation. Finally, she found the significant correlation between reading strategies and reading comprehension.[67]

Second, Rahmansyah Siahaan, his thesis is "The Effect of Pre-Reading Technique to the Reading Comprehension at Madrasah Aliyah Negeri Pandan in 2006/2007 Academic Year". The aims of his research to know the effect of pre-reading technique to the reading comprehension, and the kind of this research was quantitative research and analyzed by test. Then, the conclusions are: the students achievement in the pre-reading technique is 7,9, while, in the traditional technique is 6.9. This condition shows us that students' achievement taught by using pre-reading technique is higher than traditional technique.[68]

Third, Ristu Kariati, the title is "The Correlation between Students' Ability Finding Main Idea and Reading Comprehension to the Students of SMP N.10 Padangsidempuan in 2007/2008 Academic Year". Instrument that is used is test, and analyzed by product moment correlation, and conclusion of her research are: there is a significant correlation between the students' ability in finding main idea and reading comprehension, then, hypothesis is accepted and its proved from the value of "r" observed which is higher than the value of 'r' table (0,79 > 0, 463 or 0,463 < 0,79).[69]

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[67] Marwah. The Correlation between Reading Strategies and Students' Reading Comprehension at Fourth Semester of TBI STAIN Padangsidempuan (Padangsidempuan: STAIN 2011)

[68] Rahmansyah Siahaan. The Effect of Pre-Reading Technique to the Reading Comprehension at MAN Pandan in 2006/2007 Academic Year (Padangsidempuan: UMTS, 2006)

[69] Ristu Kariati. The Correlation between Students' Ability Finding Main Idea and Reading Comprehension to the Students of SMP N.10 Padangsidempuan in 2007/2008 Academic Year (Padangsidempuan: UMTS, 2008)

Fourth, Kingkin Puput Kinanti. She studied in Universitas Negeri Malang, at literature faculty and took the language and literature study program, her thesis is "Pengaruh Pemberian Multiteks Terhadap Kemampuan Membaca Kritis Siswa Kelas VII SMP Negeri 4 Malang". The purpose of this research is to know the effect of giving multi texts on students' critical reading ability, and it was used test as instrument to collect the data, and used quantitative approach and the method was experiment. The conclusion of this research is based on the post test of organizing the text, the result of experiment class is (85,94) is higher than, control class (79,79).[70]

Last, Diana Lumban Tobing, her thesis is "The Correlation between Students' Reading Comprehension Competence and Summarizing Text to the Third Year Students of SMA Negeri 1 Sipirok in 2007/2008 Academic Year". Her thesis tells about there are still many students found difficulties to comprehend the text and got much trouble to summarize the text, caused of bad comprehension. The conclusion of this research is the positive correlation between students' reading comprehension competence and summarizing text of the third year in 2007 academic year with the significant correlation showed that 0, 47 interpreting well to reading comprehension competence and summarizing text.[71]

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[70]Kingkin Puput Kinanti. Pengaruh Pemberian Multiteks Terhadap Kemampuan Membaca Kritis Siswa Kelas VII SMP Negeri 4 Malang (Malang: Universitas Negeri Malang, 2011)

[71] Diana Lumban Tobing. The Correlation between Students' Reading Comprehension Competence and Summarizing Text to The third Year Students of SMA N.1 Sipirok in 2007/2008 Academic Year (Padangsidempuan: UMTS, 2007)

So, from the fifth of researches above, the writer looked that there were many researches about reading strategies. Therefore, the writer wanted to look for other information deeply, by the material that almost related to above researches. But, the writer did the research about the other reading strategy.

Reading strategy that was meant by the writer was critical reading strategies mastery. It caused the writer wanted to know about the mastery of critical reading strategies and its influence on students' reading comprehension deeply. This research has been done at English Education Study Program STAIN Padangsidempuan.

C. The Conceptual of Framework

Reading was one of the most important skills. Reading was process of cognition, interpretation, and perception of written material and interactive process between readers and texts.

While reading process, There were many factors that affecting reading activity, such as: feel difficult to concentrate their mind, its meant that students felt difficult in focusing and centering their mind when reading, it was caused of they did not understand with the material that they read or the material was so high for them. And they couldn't choose the material that was appropriate with their motivation to be read and did not know why they read and what for they read, in other words, they did not know how to set their goals in reading.

Besides, they seldom or lazy to read, then lack of motivation, it was caused of they did not understand the important of reading, then, they thought that reading was an activity that made them bored, next, feel so weary, its mean they felt worry, or felt that they couldn't do it or finishing their material, and they often gave up before trying, and the last was bad custom in reading process.

So, to make interest and easier in comprehending the text, there were many strategies that they could use to get the authors' ideas and comprehend to the text, but, even though they understood the text, they might not accept written material directly without consider the and connected with their prior knowledge, they should critic in everything, so, the relation of critical reading strategies with reading comprehension could be seen as follows:

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                    ┌─────────────────────┐
                    │  Reading Problems   │
                    │                     │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │ Mastering of Critical│
                    │ Reading Strategies  │
                    │ Theoretically Influence│
                    │ Reading Comprehension│
                    │    Achievement      │
                    └─────────────────────┘
                        ╱           ╲
                       ▼             ▼
            ┌──────────────┐   ┌──────────────┐
            │Questionnaires of│ │Test of Reading│
            │Critical Reading │ │Comprehension │
            │Strategies Mastery│ │ Achievement  │
            └──────────────┘   └──────────────┘
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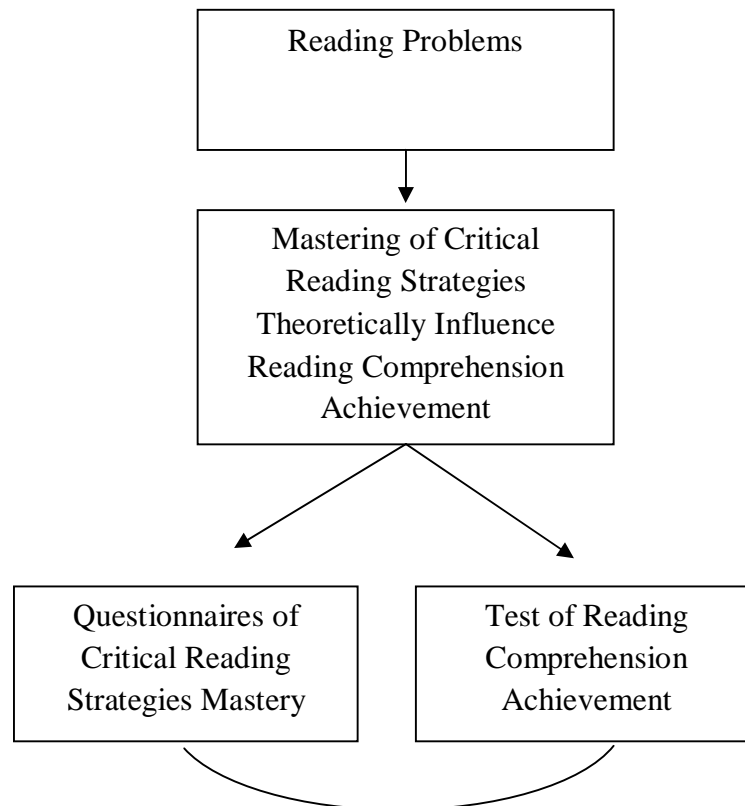
Ha

So, from the above picture, could be seen that while reading, readers often face the problems that making their comprehension less. Then, it made them difficult getting the information or ideas from the written material, so that, to make them easier and faster they would accept what is in print directly without consideration. Therefore, in order to help become critical readers, there were

many ways or strategies that could be used the readers such as the strategies that had been mentioned above, and then could be known the correlation of their reading comprehension achievement and their mastery of critical reading strategies.

D. Hypothesis

Hypothesis was a researcher's tentative prediction of the result of research finding, it states the researcher's expectations concerning the relationship between the variables in the research problem. And the purpose was to answer certain specific question about the students' reading comprehension problem. Its mean that hypothesis alternative was accepted (Ha). Where, the more student master critical reading strategies, the higher will be their reading comprehension.

Therefore, based on the explanation above, the writer had the hypothesis as "Mastering of Critical Reading Strategies Influences Students' Reading Comprehension at English Education Study Program STAIN Padangsidimpuan."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was designed by correlation research. If looking the approach of the research, this research used quantitative approach. Where the quantitative research was the research that doing the measurement using numbers and it was analyzed using statistic with the purpose to test a theory. Theory that was meant in this research about critical reading strategies mastery and its influence on students' reading comprehension achievement.

By looking of the depth of analysis, this research was done by using statistic inferential, where statistic inferential is a kind of method that is used in quantitative research to analyze data of the sample which the result will be analyzed.[1] So, based on the definition above, this research was namely quantitative approach and would be analyzed by statistic inferential.

B. Place and Schedule of Research

This research had been done in STAIN Padangsidempuan to the English Education Study Program, were located at Imam Bonjol street 4.5 km, Sihitang, Northeast Padangsidempuan, North Sumatera.

Then this research was planned finishing in six months, started beginning on December 2011 until May 2012.

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[1] Sugiyono. *Statistika Untuk Penelitian,* (Bandung: Alpabeta, 2006), p. 14.

C. Population and Sample

a. Population

Population was the group of respondents that will be searched or made as the participants in the research. While, according to Gay, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.[2] Then, according to Arikunto, "Populasi adalah keseluruhan subjek penelitian".[3] Population is the whole of research subject. So based on the above explanation can be concluded that population is whole of the subject that is researched.

So, the population in this research was whole of the students at fourth grade of English Education Study Program, where the calculation of whole was 77 students. This population was determined from the fourth grade only, where, the criteria of this population chosen because at English Education Study Program of State College for Islamic Studies, extensive reading was learned at the sixth semester. Therefore, this research was intended to the fourth grade because they have learnt this subject, and the sixth semester still going on their lesson about the extensive reading, which related to this research and it was impossible to test them.

And it was based on the limitation of the problem in the chapter one. To make clearer, could be seen from this table:

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[2] L.R. Gay and Peter Airasian. *Educational Research Competence for Analysis and Application*, (USA: Prentice hall, 1992), p. 122.

[3] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek,* (Yogyakarta : Rineka Cipta, 1993), p. 102.

Table: 1

Table of population students at fourth grade of English Education

Study Program STAIN Padangsidempuan

No	Fourth Grade	Total
1	English Education Study Program (Tbi-1)	38 students
2	English Education Study Program (Tbi-2)	39 students
Number of students at fourth grade		77 students

b. Sample

Sample was the part of population that was chosen as respondent of the research. While, Sample is part or representing of the population that is searched.[4] Besides, Gay, stated that sample comprises the individuals, items or events selected from a larger group referred to as a population and the purpose to gain information about the population using sample.[5] So, sample was the representing of the population.

Decision of the sample that was done by the writer was based on the suggestion of Arikunto, "apabila subjeknya kurang dari 100, lebih baik diambil semua, sehingga merupakan penelitian populasi, selanjutnya jika jumlah subjeknya besar dapat diambil antara 10-15% atau 20-25%".[6] If the

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[4] Suharsimi Arikunto. *Op. Cit*, p. 104.
[5] L.R. gay and Peter Airasian. *Op. Cit*, p. 121.
[6]Suharsimi Arikunto. *Op. Cit*, p. 107.

subjects less of 100, it is better to be taken all, so it was the population research, then, if the subjects large, it can be taken between 10-15% or 20-25%.

So, the sample that used in this research were the students at fourth grade of English Education Study Program with the calculation 77 students. Actually, in this research, the samples that used by the writer were 66 people only, because, the writer self was include to the students at fourth grade of English Education Study Program. The writer also could not find 10 people more, because of students at the fourth grade did not have the formal class again, and all of them busy for their business, so that, the writer faced the difficulties to search them.

Therefore, the writer decided to search 66 students, and this research was named as population research.

D. Instrument of Data Collection

A research needed the data, without data it was impossible to do a research. To collect the data in this research, the researcher must have the good instruments, because the good instruments could guarantee for taking the valid data. While, instruments were the tools of facility that used by the researcher in collecting data that was needed in the research, to make his or her easier in getting data. So, in this research, the writer used two instruments, they are:

1. Questionnaire

To know the mastery of critical reading strategies, the writer used questionnaires. Questionnaire was the list of questions that were given to others people, in order to give the responds that was appropriate to user's will.[7] But, questionnaires that used in this research were about critical reading strategies mastery.

These questionnaires were given the interpretation for each answer as follows:

For the option A (always)   : 4

For the option B (often)   : 3

For the option C (seldom)   : 2

For the option D (never)   : 1

2. Reading Test

While, to know the students' reading comprehension the writer used test. Test is the questionnaire or treatment that is used to measure knowledge, intelligence, and ability or skills of someone or groups. Then, test had been done by giving text to be comprehended, and then they were be tested using multiple choice to know their comprehension about critical reading, this test consists of 40 items before test of validity. After test of validity, actually the items that valid were 30 items.

The interpretation for each correct answer was given based on the difficulties of the items, where for making inference, recognizing

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[7] Riduwan. *Belajar Mudah Penelitian Untuk Karyawan-Guru Dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 71.

generalization, distinguishing between fact and opinion, and identifying the author's purpose were given the interpretation 4 for each correct answer. This was intended because of they were more difficult then identifying tone and bias. While, for identifying tone and recognizing bias were given 2 for each correct answer and the wrong answers of all the items were given 0.

Table: 2

Here the calculation of scoring the items for each tests item:

NO	CRITICAL READING STRATEGIES	ITEMS	SCORE PER ITEM	TOTAL
1	Making Inferences	6,7,8,12, and 26	4	20
2	Distinguishing between Fact and Opinion	9,10,11,14, and 15	4	20
3	Recognizing Generalization	5,13,16,17, and 24	4	20
4	Identifying Author's Purpose	1,2,3,4, and 23	4	20
5	Identifying Tone	25,27,28,29, and 30	2	20
6	Identifying Bias	18,19,20,21, and 22	2	20
Total of Scores				100

To collect the data that was needed in this research, the writer used test and questionnaires, where these instruments were given to the students of English Education Study Program at fourth grade. The data was collected as follows:

1. Questionnaires, the writer gave questionnaires to know their mastery about critical reading strategy, and gave them time to answer these questionnaires until the next day. And, the writer self that collected the questionnaire.

2. Testing reading. The data was collected by giving test to know reading comprehension. But this was done after the writer had gotten the license to do research from English Education Study Program, Tarbiyah Department of State College for Islamic Studies Padangsidempuan. Then, the data was collected by giving the test and questionnaires to the respondents, and the data procedure was conducted as follows:

   a. First, the writer met the students of the fourth grade to give them test.

   b. Second, the writer distributed the test questions, and it had been done and the result was collected after they had finished in a day.

   c. Third, the writer asked the respondents to put their identity on the top of answer sheet.

   d. Finally, the writer gave the time for doing the test. And the writer self that collected their answer sheet.

E. Validity of Instrument

Suharsimi Arikunto stated validity was the chance which show the level of instrument about measurement something.[8]

There were two validity of instrument:

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[8] Suharsimi Arikunto, *Loc. Cit.*

1. Logical validity was the instrument which done by analysis logically; it was comfort to the content.

2. Empirical validity was the instrument had comfortable to aspect empirically.

In this research, the researcher used the logical validity and empirical validity. The logical validity was done by divided variable to be sub-variable and indicator of variable. The empirical validity was done by external validity and internal validity. The external validity was the data had resulted from instrument. It was suitable with information of variable. Then, the data was correlated with external information. And the internal validity was done by test of variable.

To know what the items of instrument were valid, the researcher guided to Suharsimis' opinion, who said the instruments must be analyzed by Product Moment formula. Then, the result of Product Moment was compared with t *count* and t *table* to know the items of instrument too. If t *count* > t *table*, so the items were valid. But if t *count* < t *table,* so the items were not valid.

If the instruments were valid, could be seen the criteria of the guessing about the correlation index (r) as follows:

Table: 3

The table of validity instruments[9]

No	Criteria	Status
1	0,800 until 1,000	Very good

[9] Riduwan, *Op. Cit*. p. 98

2	0,600 until 0,799	Good
3	0,400 until 0,599	Enough
4	0,200 until 0,399	Low
5	0,000 until 0,199	Lowest (invalid)

From the table of validity of instrument about reading comprehension it could be gotten concluding that some items were invalid. They were 7, 8, 9, 11, 16, 17, 20, 36, 37, and 40. (see appendix I). So, the researcher used the valid data only, where the calculation is 30 items

F. **Technique of Data Analysis**

After the data had been collected, techniques of data analysis which used by researcher was quantitative data; it would be presented in statistic formula. The statistic formula which used by researcher was correlation of product moment.

Looking for whether there was the influence of critical reading strategies on students' reading comprehension, the writer analyzed using product moment correlation, the formula as follows:

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

This formula can be read as follows:

rxy = Pearson- r product moment

N = Number of sample

$\sum X$ = Total score distribution of X

$\sum Y$ = Total score distribution of Y

$\sum XY$ = Number of approximate score of X and Y

$\sum X^2$ = Sum of the squared score distribution of X

$\sum Y^2$ = Total square distribution Y.

To examine the truth of whether there is influence of the variable X to variable Y, the simple regression equation, Y = a + bX, calculation using the formula:

To find ' b'

$$b = \frac{n\left(\sum xy\right) - \sum x \sum y}{n\sum x^2 - \left(\sum x\right)^2}$$

Meanwhile, to find 'a', the formula is:

$$a = \frac{\sum y - b\sum x}{n}$$

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[10] Sugiyono. *Op. Cit*, p.229.

Description:

$\sum x =$ Critical Reading Strategies

$\sum y =$ Students' reading comprehension

$a =$ Estimators for inters

$b =$ Estimators for the regression coefficients

$n =$ Number of samples

CHAPTER IV

THE RESULT FINDINGS

As mentioned in earlier chapter, in order to evaluate the influence of critical reading strategies mastery on students' reading comprehension, the writer has calculated the data using test and questionnaires. Applying quantitative analysis, the writer used the formulation of Product moment, continued by regression test. Next, the writer described the data as follow:

A. Data Description

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 critical reading strategies mastery (X), the variable of reading comprehension (Y) and also was continued to the testing of hypothesis.

1. Critical Reading Strategies Mastery

Based on the result of analyzing respondents' answer by questionnaires, the computation of result of variable of critical reading strategies mastery, as seen in the table below:

Table: 4

The Resume of Variable Scores of Critical Reading Strategies Mastery

No	Statistic	Variable X
1.	High score	106
2.	Low score	59
3.	Range	47
4.	Mean score	75.47
5.	Median	77.54
6.	Mode	76.98
7.	Interval	7
8.	Total classes	7
9.	Standard Deviation	0.138

From the table above, it was known that the high score of variable of critical reading strategies mastery has been searched by 66 students based on the total of sample research were high score 106 and low score 59, range 47, mean score 75.47, median 77.54 and mean 76.89 (see appendix III).

To know revelation of data was done to grouped the variable score of critical reading strategies mastery which the total classes 7 and interval 7.

Table: 5

Frequency Distribution of Critical Reading Strategies Mastery

Interval	Fi	Xi	Fixi	Frequency
59-65	6	62	372	9.1%
66-72	20	69	1380	30.3%
73-79	25	76	1900	37.9%
80-86	8	83	664	12.1%
87-93	4	90	360	6.1%
94-100	1	97	97	1.5%
101-107	2	104	208	3%
i = 7	**66**	**581**	**4981**	**100%**

Figure : 1

The Histogram Questionnaires of Critical Reading Strategies Mastery
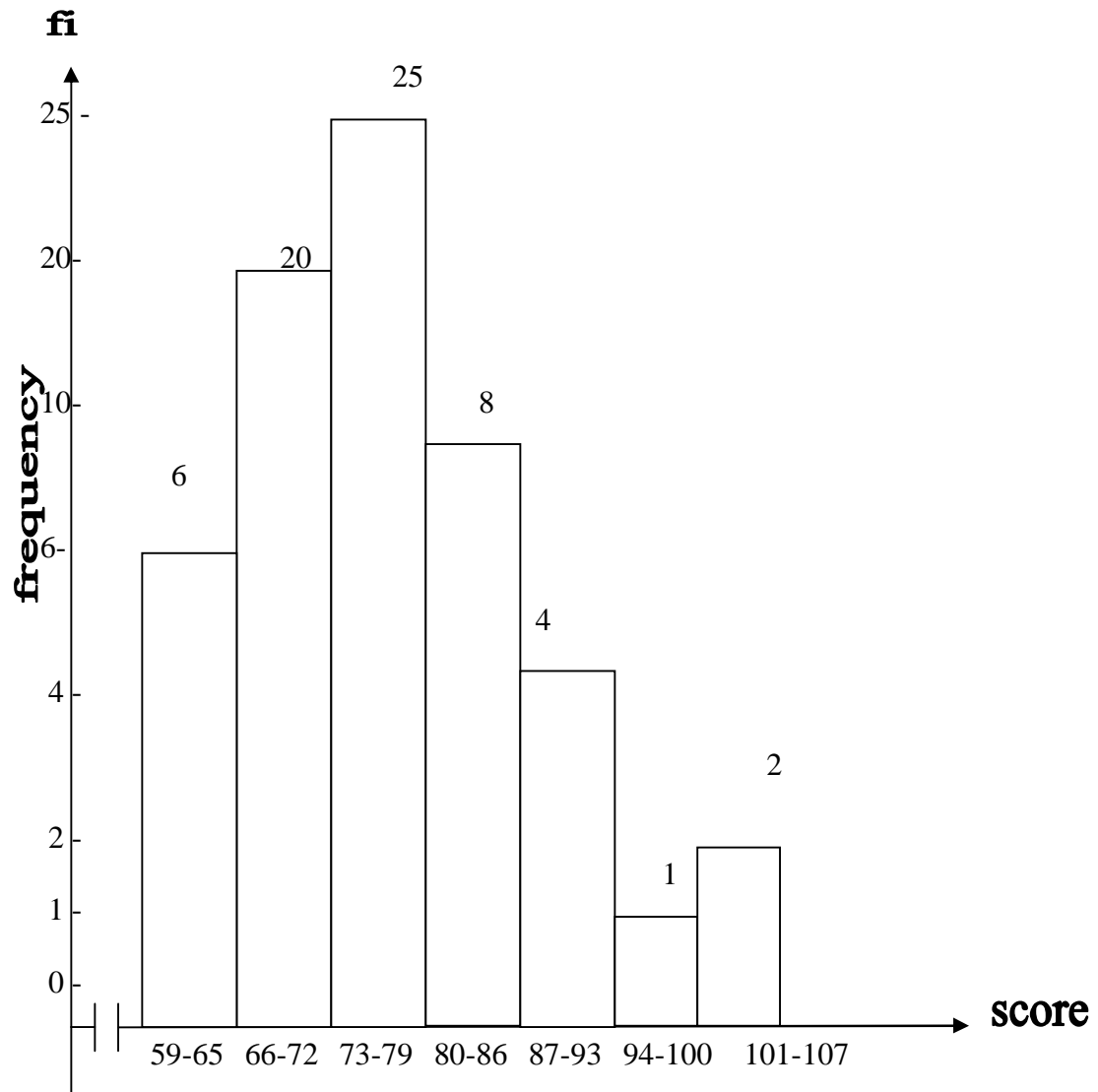
Based on the table above, it was known that the variable revelation of critical reading strategies mastery shown that the respondent at interval 59-65 were 6 students (9.1%), interval 66-72 were 20 students (30.3%), interval 73-79 were 25 students (37.9%), interval 80-86 were 8 students (12.1%), interval

87-93 were 4 students (6.1%), interval 94-100 were 1 students (1.5%), interval 101-107 were 2 students (3%).

2. Reading Comprehension

The resume score of variable reading comprehension at fourth grade of students of English Education Study Program STAIN Padangsidimpuan has been gotten by test as table below:

Table: 6

The Resume of the Variable Scores of Reading Comprehension

No	Statistic	Variable Y
1.	High score	92
2.	Low score	60
3.	Range	32
4.	Mean score	67.86
5.	Median	67.67
6.	Mode	67
7.	Interval	5
8.	Total classes	7
9.	Standard Deviation	0.106

From the table above, it was known that high score of variable of reading comprehension has been reached by 66 students based on the total of sample research the high score were 92 and low score were 60, range were 32, mean score were 67.86, median were 67.67 and mode were 67 (see appendix IV).

To know the revelation of data was done to group the variable score of reading comprehension which the total classes 7 and interval 5.

Table: 7

Frequency Distribution of Reading Comprehension

Interval	Fi	Xi	Fixi	Frequency
60-64	30	62	1860	45.5%
65-69	14	67	938	21.2%
70-74	12	72	864	18.2%
75-79	5	77	385	7.6%
80-84	3	82	246	4.5%
85-89	0	87	0	0%
90-94	2	92	184	3%
i = 5	**66**	**529**	**4479**	**100%**

Figure : 2

The Histogram of Reading Comprehension Test
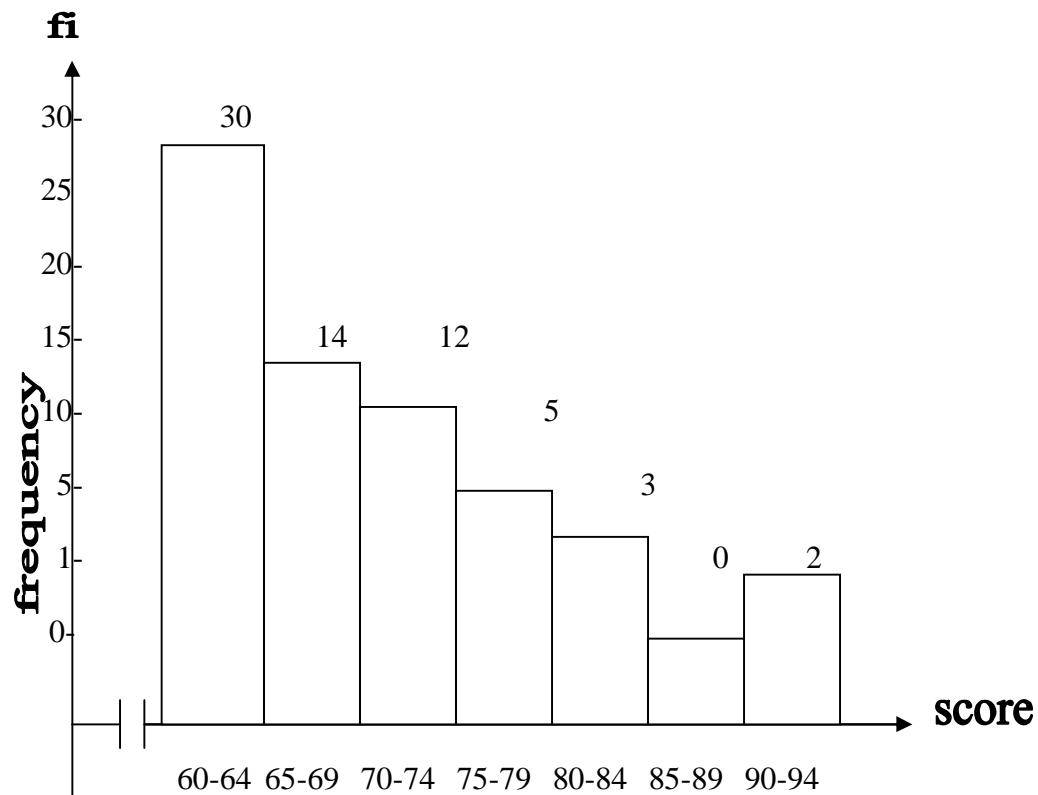
Based on the table above, it was known that the variable revelation of reading comprehension showed that the respondents at interval 60-64 were 30 students (45.5%), interval 65-69 were 14 students (21.2%), interval 70-74 were 12 students (18.2%), interval 75-79 were 5 students (7.6%), interval 80-84 were 3 students (4.5%), interval 85-89 were 0 student (0%) and interval 90-94 were 2 students (3%).

B. Testing of Hypothesis

The hypothesis of this research was significant influence of critical reading strategies mastery and reading comprehension at the fourth grade students of English Study Program STAIN Padangsidimpuan. It was tested by using product moment correlation.

Analysis of data could be seen in appendix X. Based on the data, it was gotten each of score variables which were used to do calculation of product moment and the each of the variable score as follows:

$\sum X$ = 4981

$\sum Y$ = 4479

$\sum X^2$ = 381237

$\sum Y^2$ = 307119

$\sum XY$ = 403344

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

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

$$= \frac{66(403344) - (4981)(4479)}{\sqrt{\left\{ 66.381237 - (4981)^2 \right\}\left\{ 66.307119 - (4479)^2 \right\}}}$$

$$= \frac{26620704 - 22309899}{\sqrt{\left\{ 25161642 - 24810361 \right\}\left\{ 20269854 - 20061441 \right\}}}$$

$$= \frac{4310805}{\sqrt{\left\{ 351281 \right\}\left\{ 208413 \right\}}}$$

$$= \frac{4310805}{\sqrt{73211527053}}$$

$$= \frac{4310805}{270576.287}$$

$$= 15.93$$

The hypothesis which said there were the influence of critical reading strategies mastery on students' reading comprehension at the fourth grade students of English Education Study Program STAIN Padangsidimpuan could be received. It could be seen from the calculating of product moment by getting correlation coefficients rxy = 15.93 was more than r_{table} = 0.244 on level 5%, and on level 1% r_{table} =0.317 So, there were high correlation between critical reading strategies mastery and reading comprehension at the fourth grade students of English Study Program STAIN Padangsidimpuan. It had been written in the table of coefficient correlation interpretation value r.

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

KP = The score of determine coefficient

r = The score of the coefficients correlation

KP = r^2 x 100%

= 15.93^2 x 100%

= 253.765x 100%

= 2.54%

Its mean that Critical Reading Strategies Mastery has given the contribution on Students' Reading Comprehension about 2.54% and the next contribution is defined by others variables or factors.

The researcher was done the analysis simple regression linear to know significance of critical reading strategies mastery and reading comprehension. The regression formula:

$$\hat{Y} = a + bX$$

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

$$= \frac{66(403344) - (4981)(4479)}{66(381237) - (4981)^2}$$

$$= \frac{26620704 - 22309899}{25161642 - 24810361}$$

$$= \frac{4310805}{351281}$$

$$= 12.27$$

$$a = \frac{\sum Y - b \sum X}{N}$$

$$= \frac{4479 - 12.27(4981)}{66}$$

$$= \frac{4479 - 61116.87}{66}$$

$$= \frac{-5663.87}{66}$$

$$= -858.15$$

From the calculation above, so the regression of critical reading strategies mastery on reading comprehension were Y = a + b X = -858.15 + 12.27 = -845.88. So, it could be concluded that critical reading strategies mastery had significant influence to reading comprehension. It shown that the hypothesis in this research was "Mastering of Critical Reading Strategies Influences Students' Reading Comprehension at English Education Study Program STAIN Padangsidimpuan."

C. Discussion

In this research, the researcher searched critical reading strategies mastery and reading comprehension. The researcher wanted to know the influence of

critical reading strategies mastery on students' reading comprehension at English Education Study Program STAIN Padangsidimpuan.

Beside that, to prove the close relation between reading purpose with the reading strategies applying and the reading purpose with the result of reading, its mean, identifying the clearly reading purpose will improve readers' comprehension, and if readers be aware with their purpose, so that, they will get what they want.[1] While, according to McWhorter critical reading strategies requires a thinking skills, the careful and deliberate evaluation of ideas for the purpose of making a judgment about the author's worth or value.[2] And the researcher agreed with McWhorter's statement, it proved with the result of this research was high categories.

Then, researcher compared this research with the fifth researchers above, and supported Marwah's thesis that stated reading strategies had the significant influences on students' reading comprehension. Then, researcher made the conclusion that critical reading strategies mastery would make the students more critics in understanding, interpreting and evaluating the text and critical about meaning of word or sentence, the author's purpose and so on. While reading comprehension would make the students were better in understanding and comprehending the text.

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[1] Nurhadi. *Bagaimana Meningkatkan Kemampuan Membaca* (Bandung: Sinar Baru Algensindo, 2004*),* p. 10.

[2] Kathleen T. McWhorter. *Efficient and Flexible Reading* (Harper Collins Publisher, 1992), p. 377.

Finally, the researcher had hypothesis that the critical reading strategies mastery and reading comprehension had significant influence. The researcher's hypothesis proved by calculation by using Product Moment which the researcher had done. The result calculation were r count was more than r table. For supporting that, it was proved by hypothesis of this research, critical reading strategies mastery had the significant influence on students' reading comprehension at English Education Study Program STAIN Padangsidimpuan.

D. The Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

Based on the documentation score of students' answers the questionnaires critical reading strategies mastery at English Education Study Program STAIN Padangsidimpuan in 2012 Academic Year, where they achieved average score 75.47 was good. It was proved by the result of their examination on reading comprehension. They got high score in reading comprehension test with the average 67.86. Unfortunately, in this research, the researcher had weakness in calculating the regression linear, it was negative. So, the significant of research was invalid.

On doing the test, there was the weakness of time, because the students had activities, and also there were many weakness of the researcher that has not

been known. In this research, the researcher had weakness in doing the research, because of the fourth semester of English Education Study Program did not have the formal class again, and all of them busy for their business and their thesis. So that, the writer faced the difficulties to search them and the writer could not find all of the students at fourth grade.

In this research, there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

After getting the result of her research work, the research came to her conclusions as follows: in State College for Islamic Studies (STAIN) Padangsidimpuan, there was the influence of critical reading strategies mastery on students' reading comprehension at English Education Study Program, in mastering of critical reading strategies was "high" by getting mean score were 75.47. While in comprehending the text or reading comprehension at fourth grade of students at English Education Study Program was "high" by getting mean score were 67.86.

So, based on the result calculating was gotten the value of the correlation product moment r_{xy} between critical reading strategies mastery on students' reading comprehension were 15.93. The significant correlation level was done by locking r_{table} (rt) on significant level 5% was 0.244 and on significant level 1% was 0.317. The hypothesis in this research was accepted namely $r_{count} > r_{table}$. It meant there was significant influence of critical reading strategies mastery on students' reading comprehension.

B. Suggestions

After finishing her research, the writer has some suggestions as below:

1. The writer hopes that the others researchers who want to conduct a research related to this research to find the others influence of these strategies deeply. In order to motivate readers more critics and consider whatever they read and to increase their reading comprehension and to find the others problem in reading.

2. To the Leader of State College for Islamic Studies (STAIN) Padangsidimpuan to support the lecturers to teach well and provide facilities involves with learning process.

3. To the Leader of Tarbiyah, and the Leader of English Education Study Program to support the lecturers, and students in learning process.

4. To the students of State College for Islamic Studies, especially at the English Education Study Program to be more critics in everything, whether in reading process, don't be lazy and make consideration before accepting what is in print. So that, students able to evaluate and interpret their reading.

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APPENDIX I

THE VALIDITY OF READING COMPREHENSION TEST

No	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	31	32	33	34	35	36	37	38	39	40	ΣY	ΣY²
1	1	1	0	1	0	0	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	0	1	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	23	529
2	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	29	841
3	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	0	0	1	0	18	324
4	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	32	1024
5	1	1	0	0	1	1	0	0	1	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	20	400
6	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	0	0	1	0	1	25	625
7	1	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	28	784
8	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	25	625
9	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	32	1024
10	0	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	1	1	26	676
11	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	34	1156
12	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	31	961
13	1	1	0	0	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	0	0	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	25	625
14	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	20	400
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	32	1024
16	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	30	900
17	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	1	1	1	1	0	0	25	625
18	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	33	1089
19	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	21	441
20	1	0	0	0	0	1	0	1	1	0	1	0	0	1	1	1	0	1	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	22	484
ΣX	14	17	10	10	15	13	14	12	15	14	14	12	10	12	14	14	14	12	14	13	12	14	13	13	13	13	14	13	14	13	13	14	13	13	14	12	16	14	13	14	531	281961
ΣX²	14	17	10	10	15	13	14	12	15	14	14	12	10	12	14	14	14	12	14	13	12	14	13	13	13	13	14	13	14	13	13	14	13	13	14	12	16	14	13	14		
(ΣX)²	196	289	100	100	225	169	196	144	225	196	196	144	100	144	196	196	196	144	196	169	144	196	169	169	169	169	196	169	196	169	169	196	169	169	196	144	256	196	169	196		
r c	2.08	2.01	2.01	4.15	2.96	2.60	0.52	0.49	1.49	1.75	0.82	4.30	1.89	1.92	1.84	0.56	1.07	1.85	1.83	1.38	2.58	1.91	5.40	1.79	1.85	1.79	1.86	2.08	2.03	1.80	1.81	1.81	2.91	2.05	2.66	###	###	2.21	1.83	1.13		
St	V	V	V	V	V	V	TV	TV	TV	V	TV	V	V	V	V	TV	TV	V	V	TV	V	V	TV	V	V	V	V	V	V	V	V	V	V	V	V	TV	TV	V	V	TV		

Respondents' Answers of Questionnaires about Critical Reading Strategies Mastery

No	I.N	SEX	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	$\sum X$	$\sum X^2$
1	AY	M	4	3	2	3	3	4	3	3	3	2	2	4	2	4	4	3	2	2	3	4	4	4	4	4	3	3	2	2	2	4	92	8464
2	ASL	M	2	2	2	2	3	3	3	4	4	2	4	4	3	3	2	2	3	3	3	3	4	4	3	4	3	3	3	3	3	3	90	8100
3	APS	F	2	3	4	3	3	2	2	2	2	2	2	2	2	3	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	85	7225
4	AY	F	2	3	4	2	2	3	3	3	3	4	3	4	3	3	2	3	3	2	2	1	2	1	3	3	2	2	3	3	2	4	80	6400
5	ALH	F	2	2	3	3	2	2	4	2	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	2	2	3		87	7569
6	AYH	F	2	2	3	3	3	3	2	2	4	2	2	2	2	2	2	2	3	2	3	2	3	2	3	2	3	3	4	2	2	2	74	5476
7	ALS	F	2	3	2	2	1	1	4	2	3	2	3	3	3	2	2	2	4	1	1	2	3	4	3	3	3	2	3	4	2	1	73	5329
8	CD	F	2	3	4	4	4	4	4	3	3	3	3	2	1	4	1	2	3	2	3	3	3	2	2	4	2	3	2	3	2	3	84	7056
9	DS	F	3	3	4	3	3	3	3	3	3	3	4	3	4	3	3	3	4	4	4	4	4	4	4	3	3	3	3	3	4	3	101	10201
10	DMH	F	2	2	1	1	4	1	2	2	2	3	4	3	4	3	2	2	3	3	3	4	2	3	1	2	3	4	3	3	2	3	77	5929
11	ESM	F	1	2	3	3	3	3	2	2	3	2	3	1	2	4	3	3	2	3	2	1	2	2	3	4	4	4	3	3	3	3	79	6241
12	FT	M	2	3	4	3	3	2	2	1	1	2	3	2	3	2	3	4	3	4	3	3	3	2	2	2	3	4	1	2	3	4	79	6241
13	FEP	M	2	3	4	4	4	4	3	3	3	2	2	3	4	3	4	3	4	2	3	4	3	3	3	4	3	2	1	2	3	3	91	8281
14	FSP	M	2	3	3	3	3	3	3	3	4	4	2	2	1	1	1	2	3	3	2	1	2	3	4	3	2	2	3	3	3	3	77	5929
15	HR	F	4	4	4	3	3	2	2	2	2	2	2	2	2	3	2	3	2	3	2	4	4	3	3	2	1	2	2	3	3	3	80	6400
16	IRH	F	4	4	4	3	3	3	2	2	1	1	2	1	2	1	2	3	3	2	2	3	2	3	2	3	2	3	2	4	2	3	74	5476
17	IAP	M	4	3	4	3	4	3	3	3	4	4	3	3	3	3	4	3	4	4	3	4	4	4	4	3	4	4	4	4	3	3	106	11236
18	LA	F	2	3	4	4	4	4	4	3	3	2	1	1	2	3	2	1	2	3	4	2	3	1	2	3	4	3	2	2	1	2	77	5929
19	MNH	M	2	3	4	4	3	2	2	3	4	3	2	2	2	2	3	1	1	1	1	3	4	3	3	3	2	4	4	2	3	2	78	6084
20	MMN	M	1	2	2	2	2	2	4	4	3	2	1	1	2	3	4	4	3	2	1	2	2	3	4	3	3	3	4	2	3	2	76	5776
21	MBM	M	2	3	3	3	3	4	4	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	2	2	3	4	2	3	2	2	81	6561
22	MDS	F	3	3	3	3	4	2	2	2	3	4	2	1	2	3	4	2	2	2	3	3	3	4	2	3	2	3	3	3	3	2	81	6561
23	NSS	F	4	3	2	2	3	4	3	3	3	3	2	2	4	2	2	2	3	3	3	4	3	2	3	2	3	2	2	3	4	3	84	7056
24	NAL	F	3	3	2	2	4	2	3	3	3	3	3	3	2	2	2	2	2	3	2	3	3	2	2	2	2	2	2	2	3	3	75	5625
25	RYL	F	2	3	2	2	2	3	2	3	3	2	2	4	4	4	2	3	2	3	4	3	2	2	3	2	3	2	3	3	2	3	80	6400

26	RK	F	3	2	2	3	3	2	4	2	2	3	2	2	3	2	3	3	3	2	2	3	3	4	4	2	2	3	3	3	2	2	79	6241
27	RF	F	3	2	2	2	2	3	3	2	2	2	3	3	2	2	2	4	2	2	2	2	3	4	2	3	2	3	2	2	2	3	73	5329
28	RYW	F	2	3	4	3	3	3	2	2	2	3	4	3	2	2	2	2	3	2	3	2	2	2	3	4	2	3	2	2	2	3	77	5929
29	RN	F	3	2	2	2	3	3	4	3	2	2	3	2	3	2	3	2	3	2	3	2	3	2	3	4	3	4	3	3	2	2	80	6400
30	SO	M	2	3	4	2	2	3	2	3	3	2	3	3	3	3	2	2	3	2	3	2	3	3	2	2	2	3	3	2	3	3	78	6084
31	SR	F	2	3	4	3	3	3	4	4	3	3	3	2	2	2	4	3	1	1	1	2	1	3	2	2	2	2	2	1	2	3	73	5329
32	SRN	F	1	2	2	1	3	3	1	2	1	2	1	4	3	3	2	2	2	3	2	3	2	3	3	3	2	4	3	2	4	2	71	5041
33	SAP	F	3	4	2	3	2	1	2	3	3	3	4	2	2	1	2	3	4	1	3	2	2	2	3	2	3	3	3	3	2	3	76	5776
34	SM	F	4	1	1	1	2	2	3	1	2	1	1	2	3	3	2	2	2	2	2	3	4	2	3	2	1	2	1	2	2	2	61	3721
35	SRR	M	2	3	3	3	2	2	2	3	2	2	2	3	2	3	2	2	4	2	1	4	2	3	3	3	2	3	1	2	2	3	73	5329
36	YL	F	2	1	1	1	3	3	2	2	2	2	3	3	4	4	2	3	2	3	4	2	2	3	1	3	3	3	2	1	2	1	70	4900
37	ZMP	F	1	4	2	3	2	2	3	2	3	1	1	2	1	2	2	1	1	3	4	3	1	2	3	4	2	1	1	1	1	2	61	3721
38	ARH	M	2	3	2	2	1	1	3	4	1	2	1	2	1	3	4	2	2	2	1	2	3	2	1	3	2	1	2	1	2	3	61	3721
39	AH	M	2	3	3	3	3	3	2	2	2	4	1	1	1	1	1	1	2	3	1	2	1	2	3	2	1	1	2	3			59	3481
40	ASY	F	2	3	2	2	2	1	1	1	1	4	1	4	3	4	4	4	1	1	3	2	3	2	3	2	3	2	2	3	3	2	71	5041
41	APM	M	4	3	2	3	3	1	2	1	2	2	3	4	1	2	2	2	4	2	3	3	1	3	1	2	3	2	3	2	3	1	70	4900
42	AMN	F	3	4	2	2	2	3	3	3	3	1	1	4	4	1	1	2	2	3	4	2	3	2	3	2	3	3	2	2	3	4	77	5929
43	ANS	F	2	2	2	2	2	1	3	1	3	1	2	1	2	1	3	3	3	3	4	2	4	3	3	3	3	3	2	3	2	3	72	5184
44	AWN	F	4	3	4	3	2	1	1	4	2	3	1	2	3	4	2	2	2	2	3	3	1	3	2	2	3	2	3	4	2	4	77	5929
45	CHS	F	2	3	3	2	2	3	4	3	1	1	1	2	2	3	1	3	4	1	1	2	3	2	1	2	3	2	4	2	3	2	68	4624
46	DED	F	2	3	2	2	2	1	1	1	3	1	3	1	3	1	2	2	2	2	2	3	4	3	3	3	2	4	4	1	1	1	65	4225
47	ERS	F	1	2	3	2	2	3	4	2	3	3	3	3	2	2	2	2	4	2	2	2	1	1	1	3	2	3	2	2	2	2	68	4624
48	FHN	F	2	3	2	2	2	2	1	1	1	1	3	3	3	3	4	4	2	1	2	3	2	3	2	3	1	4	3	2	2	3	70	4900
49	FRL	F	1	1	1	2	1	2	2	2	2	3	3	3	3	2	2	3	2	2	4	4	1	2	3	2	3	2	3	2	3	2	68	4624
50	FRN	F	2	3	3	3	3	3	1	1	2	2	2	3	4	2	3	2	2	3	2	3	2	3	4	4	3	3	3	4	4	4	83	6889
51	HFR	M	2	3	4	4	4	3	3	3	3	2	2	2	2	1	2	1	3	2	1	2	3	3	3	3	3	3	3	1	4	2	77	5929
52	HAS	M	3	4	4	4	4	3	2	2	2	3	4	4	2	2	2	1	1	1	1	3	2	1	2	1	2	2	3	2	3	2	72	5184
53	HSF	F	3	3	3	4	4	2	2	2	3	2	3	2	3	2	3	1	2	3	2	1	2	3	3	3	3	2	2	1	2	1	72	5184
54	IRT	M	2	3	3	3	3	3	4	4	1	1	1	1	2	2	2	2	3	2	3	2	3	3	3	3	3	3	2	2	2	4	75	5625
55	KHM	F	2	2	2	2	1	4	1	4	1	2	4	2	1	3	3	3	4	4	4	3	3	4	3	2	2	3	4	3	2	3	81	6561

56	LSR	F	2	3	4	4	3	3	3	2	2	2	1	1	1	2	3	4	4	3	3	2	1	2	3	2	4	2	3	2	2	2	75	5625
57	MKH	F	2	3	3	3	4	2	2	2	1	2	2	3	4	2	3	4	2	2	2	3	4	4	4	3	1	1	1	2	2	2	75	5625
58	MMT	F	2	3	4	3	4	3	3	4	2	2	2	2	3	4	3	2	2	2	3	2	3	2	3	1	1	2	3	2	2	2	76	5776
59	NFY	F	1	1	1	1	2	3	2	3	3	2	4	3	2	2	3	4	2	2	3	1	1	2	3	2	3	4	2	1	3	4	70	4900
60	PSR	F	2	3	4	3	3	3	2	1	1	1	2	3	2	2	2	3	4	3	2	2	3	4	3	4	3	3	3	2	3	2	78	6084
61	PHR	M	2	3	4	3	3	4	3	3	3	3	2	2	2	1	2	1	1	4	1	2	1	2	3	2	2	2	3	3	4	3	74	5476
62	RAG	F	2	3	4	3	2	2	2	3	2	2	2	2	2	3	4	2	3	2	3	3	1	2	4	1	1	2	1	4	4	1	84	7056
63	SHJ	F	2	2	2	3	3	2	3	2	3	4	1	1	2	1	2	1	3	2	3	2	2	1	1	2	2	2	3	4	4	1	73	5329
64	SAS	F	2	3	4	2	3	1	1	2	3	4	2	2	3	2	1	1	3	1	2	3	4	2	2	2	1	3	1	3	4	2	74	5476
65	SER	F	2	3	2	2	2	1	1	2	1	2	1	3	4	1	2	4	3	3	3	1	2	3	4	2	2	4	1	2	3	3	72	5184
66	ZNY	F	1	2	3	3	3	3	3	3	3	3	2	2	1	1	1	2	3	4	3	2	2	2	1	2	1	2	2	2	2	3	94	8836
TOTAL																																	4981	381237

Note:

I.N = INITIAL NAME

M   = MALE

F   = FEMALE

APPENDIX VII

RESPONDENTS' ANSWER OF READING COMPREHENSION TEST

No	I.N	SEX	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	ΣY	ΣY²
1	AY	M	0	4	4	4	4	4	4	0	4	4	4	0	4	4	0	4	4	2	2	2	2	2	4	4	2	4	2	0	0	2	80	6400
2	ASL	M	4	4	0	0	4	4	4	0	0	4	4	4	4	0	4	4	4	2	2	2	0	2	4	4	2	4	2	2	2	2	78	6084
3	APS	F	0	4	4	4	4	4	4	4	0	0	4	4	0	4	4	4	0	0	2	2	2	0	0	4	2	0	0	0	2	2	64	4096
4	AY	F	4	4	4	0	0	4	4	4	0	4	4	4	0	4	0	4	4	2	2	2	2	0	4	4	2	4	2	2	2	2	78	6084
5	ALH	F	0	4	4	4	0	4	0	4	4	4	4	0	4	0	4	0	4	0	0	2	2	2	4	0	2	0	2	2	2	0	62	3844
6	AYH	F	4	4	4	4	0	0	4	0	4	0	4	0	4	4	0	4	4	2	2	0	2	0	4	0	2	0	2	2	2	2	64	4096
7	ALS	F	4	0	0	4	4	0	4	0	4	0	4	4	4	4	4	4	0	0	0	2	2	2	4	0	0	4	2	2	2	0	64	4096
8	CD	F	4	4	4	4	4	4	4	0	0	0	4	4	4	0	4	0	4	0	2	2	2	2	0	4	2	4	2	0	0	2	70	4900
9	DS	F	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	2	2	2	2	2	4	0	2	4	2	2	2	2	92	8464
10	DMH	F	4	4	0	4	4	0	0	4	4	4	4	0	0	4	4	0	4	2	0	0	2	2	4	0	0	4	2	0	0	0	60	3600
11	ESM	F	4	0	4	4	0	4	0	0	4	4	0	4	0	4	4	4	4	2	2	2	2	2	0	4	2	4	2	2	2	2	72	5184
12	FT	M	4	4	4	4	0	0	4	4	4	0	4	0	4	4	4	0	0	2	2	2	2	4	4	2	4	2	2	0	2		76	5776
13	FEP	M	0	0	4	4	4	4	0	0	0	4	4	0	4	0	4	0	4	2	2	0	2	2	4	4	2	4	0	2	2	2	64	4096
14	FSP	M	4	4	4	4	0	0	4	4	0	4	0	4	4	0	0	4	4	2	2	0	2	2	4	4	0	0	2	2	2	2	68	4624
15	HR	F	4	4	4	4	4	4	4	4	0	0	4	4	0	4	4	0	0	2	2	2	2	2	4	4	2	4	2	2	2	2	80	6400
16	IRH	F	4	4	4	0	4	4	4	4	0	0	4	4	4	0	4	4	0	2	2	2	2	0	4	4	2	4	2	2	0	2	76	5776
17	IAP	M	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	2	2	2	2	2	4	4	2	4	2	2	2	2	92	8464
18	LA	F	4	4	4	4	4	4	0	0	0	4	4	4	0	4	0	4	4	2	2	2	0	2	4	0	2	0	2	2	2	2	70	4900
19	MNH	M	4	4	4	4	0	0	0	4	4	0	0	4	4	4	0	4	4	0	2	2	2	0	0	4	0	4	2	0	0	2	62	3844
20	MMN	M	0	0	0	0	4	4	4	4	4	0	4	4	0	0	4	4	0	2	2	2	2	0	4	4	2	4	2	2	2	2	66	4356
21	MBM	M	4	4	0	4	4	4	4	0	4	0	4	4	4	0	0	0	4	2	0	2	2	0	0	4	2	4	2	2	2	2	68	4624
22	MDS	F	4	4	0	0	4	4	4	4	0	4	0	0	4	4	4	0	4	2	2	2	0	2	0	4	2	4	2	2	2	2	70	4900
23	NSS	F	0	0	4	4	4	4	0	4	0	4	0	4	4	4	4	4	4	2	2	2	2	2	0	0	2	0	2	2	2	0	66	4356
24	NAL	F	4	4	0	4	4	4	0	4	4	0	0	0	4	0	4	4	4	2	2	0	0	2	4	4	2	4	2	2	4	4	76	5776
25	RYL	F	0	4	4	4	4	0	0	0	0	0	4	4	4	4	4	4	0	2	2	2	2	2	4	0	2	4	2	2	2	2	68	4624
26	RK	F	4	4	4	0	0	4	4	4	4	4	4	4	0	0	0	4	4	0	2	0	0	2	4	4	2	4	2	0	2	2	72	5184

#	Code	Sex																															Sum	Sq
27	**RF**	**F**	4	4	0	0	0	0	4	4	4	4	0	4	0	0	4	4	4	2	2	2	2	2	0	4	2	4	2	2	2	2	68	4624
28	**RYW**	**F**	4	4	4	4	4	4	0	4	0	0	4	4	0	0	4	4	4	2	2	2	2	2	0	0	2	0	2	2	2	2	68	4624
29	**RN**	**F**	0	0	0	0	0	4	0	4	4	4	4	0	4	4	0	4	4	0	2	2	2	2	2	4	2	4	2	2	2	2	64	4096
30	**SO**	**M**	4	4	4	0	4	0	4	4	0	0	4	4	0	0	4	0	4	2	2	2	2	0	2	4	2	0	2	2	2	0	62	3844
31	**SR**	**F**	4	4	4	4	0	4	0	4	0	0	4	4	0	0	0	4	4	2	2	2	2	2	4	4	0	4	2	0	2	2	68	4624
32	**SRN**	**F**	0	4	4	4	0	4	0	4	4	0	0	0	4	4	4	4	0	2	0	2	2	0	0	4	2	4	2	2	0	2	62	3844
33	**SAP**	**F**	4	4	0	0	4	4	0	4	0	4	4	4	4	0	4	4	4	2	2	2	2	2	4	4	0	0	2	0	2	0	70	4900
34	**SM**	**F**	4	0	0	4	4	0	4	4	0	4	4	4	0	4	0	4	4	0	2	2	2	2	0	4	2	4	0	2	2	2	68	4624
35	**SRR**	**M**	4	4	4	0	0	4	4	0	4	0	4	4	0	0	0	4	4	2	2	2	2	2	0	4	2	4	2	2	2	0	66	4356
36	**YL**	**F**	4	4	0	0	4	4	4	0	4	0	4	4	4	0	4	4	4	0	0	2	2	0	4	4	2	4	2	0	2	0	70	4900
37	**ZMP**	**F**	4	4	0	0	4	0	4	4	0	0	4	4	4	0	0	4	4	0	0	2	2	2	0	4	2	4	2	2	2	2	64	4096
38	**ARH**	**M**	4	0	4	4	4	4	4	4	0	0	4	4	0	4	4	0	4	2	2	2	2	2	4	0	2	0	2	2	2	2	72	5184
39	AH	M	4	4	0	0	4	0	4	0	4	4	4	0	0	0	4	4	4	2	2	2	2	2	4	0	2	4	2	2	2	2	68	4624
40	ASY	F	0	0	4	4	4	0	0	4	4	4	0	4	0	4	0	4	4	2	0	0	0	2	4	0	0	4	2	2	2	2	60	3600
41	APM	M	4	4	4	0	0	0	4	4	4	0	4	4	0	0	4	4	4	2	2	2	2	2	4	4	2	4	2	2	0	0	72	5184
42	AMN	F	4	4	0	0	0	4	4	4	0	4	0	4	0	4	0	4	4	2	2	2	0	2	4	0	2	0	2	2	2	2	62	3844
43	ANS	F	0	0	0	4	4	4	4	0	4	0	4	4	0	4	4	0	4	2	2	2	0	0	4	4	2	4	2	2	2	2	68	4624
44	AWN	F	4	4	4	0	4	0	0	4	4	4	0	4	4	4	0	0	4	2	0	0	2	2	4	0	2	4	2	2	0	2	66	4356
45	CHS	F	0	4	0	4	4	0	0	4	4	4	4	0	0	4	4	4	0	2	2	2	2	2	4	0	2	0	0	2	2	2	62	3844
46	DED	F	4	4	4	4	4	0	0	4	4	4	0	0	0	0	4	0	0	2	2	0	2	2	4	4	2	4	0	2	2	0	62	3844
47	ERS	F	4	0	4	0	0	4	4	4	0	0	4	0	0	4	4	4	4	0	2	2	0	0	4	4	2	0	2	2	2	2	62	3844
48	FHN	F	4	0	0	0	0	4	4	4	0	4	4	0	0	4	4	4	0	2	2	2	2	2	0	4	2	4	2	2	2	2	64	4096
49	FRL	F	4	4	0	4	4	0	0	4	4	4	4	0	4	0	0	4	4	2	0	0	2	2	4	4	0	4	0	2	2	2	68	4624
50	FRN	F	4	4	0	0	0	4	0	4	4	0	4	4	0	4	4	4	4	0	2	2	2	2	4	4	2	0	2	2	2	0	68	4624
51	HFR	M	0	0	4	4	4	4	0	4	0	4	0	0	4	4	4	0	4	0	2	2	0	2	0	4	2	0	2	2	2	2	60	3600
52	HAS	M	4	4	4	4	4	0	0	0	4	4	0	4	0	4	4	4	0	2	2	2	2	2	0	4	2	4	2	2	0	2	70	4900
53	HSF	F	0	0	0	4	4	4	4	4	0	0	4	4	4	4	0	0	0	2	2	2	2	2	4	0	2	4	2	2	2	2	64	4096
54	IRT	M	0	4	4	4	4	4	4	4	0	4	0	4	4	4	0	4	0	2	2	2	2	2	4	4	2	4	2	2	2	2	80	6400
55	KHM	F	0	0	0	0	4	4	4	0	0	4	4	4	4	4	0	0	4	0	0	2	2	2	0	4	2	4	2	2	2	2	60	3600
56	LSR	F	4	4	4	4	0	0	4	4	4	4	4	4	4	4	0	0	0	2	2	2	0	2	0	4	2	4	2	2	2	2	74	5476

No	I.N	Sex																															Total	Total²
57	MKH	F	0	0	0	4	4	4	0	0	4	4	4	0	4	4	4	4	4	2	2	2	2	0	0	0	2	0	2	2	2	2	62	3844
58	MMT	F	0	4	4	4	4	2	2	4	4	4	4	0	0	4	4	4	4	0	0	2	2	2	4	4	2	4	2	2	2	2	80	6400
59	NFY	F	4	0	0	0	4	4	4	0	0	0	4	4	4	4	4	0	4	2	2	2	2	2	4	4	2	0	2	2	2	0	66	4356
60	PSR	F	4	4	4	0	4	0	4	4	0	0	4	4	4	4	0	0	4	0	2	2	0	2	4	4	0	4	0	0	2	2	66	4356
61	PHR	M	0	0	4	4	4	4	0	0	0	4	4	0	0	4	4	0	0	2	2	2	2	2	4	0	2	4	2	2	2	2	60	3600
62	RAG	F	4	4	4	0	0	0	4	4	0	0	0	4	4	4	4	4	4	2	2	2	2	0	0	4	0	4	0	2	2	2	66	4356
63	SHJ	F	4	4	0	0	0	4	4	4	0	0	0	4	4	4	0	4	0	2	2	2	2	0	4	4	2	0	2	2	2	2	62	3844
64	SAS	F	0	0	0	4	0	4	4	4	0	0	0	4	4	4	4	4	0	2	0	2	2	0	4	4	2	4	2	2	2	0	62	3844
65	SER	F	4	0	0	0	0	4	4	4	4	4	0	0	4	4	4	0	0	2	2	2	2	2	4	0	2	0	2	2	2	2	60	3600
66	ZNY	F	4	4	0	0	4	4	0	0	4	4	4	0	0	4	4	0	4	2	0	0	2	2	4	4	2	4	2	0	2	0	64	4096
TOTAL																																		4479	307119

Note:

I.N = INITIAL NAME

M   = MALE

F   = FEMALE

APPENDIX II

READING COMPREHENSION TEST VALIDITY

FOR ITEM 1

$$\sum x = 14 \qquad\qquad \sum y = 531$$

$$\sum x^2 = 14 \qquad\qquad \sum y^2 = 14557$$

$$\left(\sum x\right)^2 = 196 \qquad\qquad \left(\sum y\right)^2 = 281961$$

$$\qquad\qquad\qquad\qquad \sum xy = 391$$

By using the formula of Pearson r, so :

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

$$r_{xy} = \frac{(20.391) - (14.531)}{\sqrt{\{20.14 - (196)\}\{(20.14557) - (281961)\}}}$$

$$r_{xy} = \frac{7820 - 7434}{\sqrt{\{(280) - (196)\}\{(291140) - (281961)\}}}$$

$$r_{xy} = \frac{386}{\sqrt{(84)(9179)}}$$

$$r_{xy} = \frac{386}{\sqrt{771036}}$$

$$r_{xy} = \frac{386}{878,087}$$

$$r_{xy} = 0,440$$

1. **t** count $= \dfrac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

$$= \dfrac{0{,}440\sqrt{20-2}}{\sqrt{1-0{,}440^2}}$$

$$= \dfrac{0{,}440\sqrt{18}}{\sqrt{1-0{,}1936}}$$

$$= \dfrac{0{,}440(4{,}243)}{\sqrt{0{,}8064}}$$

$$= \dfrac{1{,}86692}{0{,}89799}$$

$$= 2{,}079$$

So that, $r_{count} = 2{,}079$ $n = 20$ $\alpha = 0{,}05$ $r_{tabel} = 1{,}725$

The test is valid if $r_{count} > r_{tabel}$. Based on calculation above, the item one is valid.

APPENDIX III

Questionnaires of Critical Reading Strategies Mastery

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

   score to high score.

59	67	71	73	76	78	90
61	68	70	73	76	78	91
61	68	71	73	77	79	92
64	68	72	74	77	79	94
66	69	72	74	77	79	101
66	69	72	74	77	80	106
66	69	72	74	77	82	
67	70	73	74	77	83	
67	70	73	75	77	84	
67	70	73	75	78	85	

2. High score = 106

3. Low score = 59

4. Range = high score – low score = 106 – 59 = 47

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

   $= 1 + 3,3 \log (66)$

   $= 1 + 3,3 (1,819)$

   $= 1 + 6,0027$

   $= 7,0027$

   $= 7$

6. Interval (i)

   $i \quad = \dfrac{R}{BK} = \dfrac{47}{7} = 6,714$

   $\quad = 7$

7. Mean Score $\overline{X} = \dfrac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi	F(xi²)
59-65	6	62	372	23064
66-72	20	69	1380	95220
73-79	25	76	1900	144400
80-86	8	83	664	55112
87-93	4	90	360	32400
94-100	1	97	97	9409
101-107	2	104	208	21632
i = 7	**66**	**581**	**4981**	**381237**

$\overline{X} = \dfrac{\sum fixi}{fi} \qquad = \dfrac{4981}{66}$

$= 75,47$

8. Median $= \ell + \left(\dfrac{\frac{1}{2}n - fkb}{fi} \right) i$

$= 72,5 + \left(\dfrac{33 - 15}{25} \right) 7$

$= 72,5 + (0,72)\ 7$

$= 72,5 + 5,04$

$= 77,54$

9. Modus $= \ell + \left(\dfrac{fa}{fa + fb} \right) i$

$= 72,5 + \left(\dfrac{26}{26 + 15} \right) 7$

$$= 72{,}5 + (0{,}64)7$$
$$= 72{,}5 + 4{,}48$$
$$= 76{,}98$$

10. Standard Deviation (S) $= \dfrac{\sqrt{\sum fxi^2 - \left(\sum fxi\right)^2}}{N.(N-1)}$

$$S = \dfrac{\sqrt{n\sum fxi^2 - \left(\sum fxi\right)^2}}{n.(n-1)}$$

$$= \dfrac{\sqrt{66x381237 - (4981)^2}}{66x(66-1)}$$

$$= \dfrac{\sqrt{66x381237 - (24810361)}}{66x65}$$

$$= \dfrac{\sqrt{25161642 - (24810361)}}{4290}$$

$$= \dfrac{\sqrt{351281}}{4290}$$

$$= \dfrac{592{,}689}{4290}$$

$$= 0{,}138$$

11. Score Interpretation $= \dfrac{4981}{100 \times 66} \times 100\%$

$$= \dfrac{4981}{6600} \times 100\%$$
$$= 75{,}47\ \%$$

The table score of interpretation

Interval	Interpretation
0% - 20%	Very low
21% - 40%	Low

41% - 60%	Enough
61% - 80%	**High**
81% - 100%	Very High

APPENDIX IV

READING COMPREHENSION

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

   score to high score.

60	62	64	64	68	70	78
60	62	64	66	68	70	78
60	62	64	66	68	70	80
60	62	64	66	68	70	80
60	62	64	66	68	72	92
60	62	64	66	68	72	92
60	62	64	66	68	72	
60	62	64	68	70	72	
62	62	64	68	70	74	
62	62	64	68	70	74	

2. High score = 92

3. Low score = 60

4. Range = high score – low score = 92 – 60 = 32

5. The total of classes (BK) = 1 + 3,3 log n

$$= 1 + 3,3 \log (66)$$

$$= 1 + 3,3 (1,819)$$

$$= 1 + 6,0027$$

$$= 7,0027$$

$$= 7$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{32}{7} = 4{,}577 = 5$$

7. Mean Score (x) = $\dfrac{\sum fixi}{fi}$

Interval	Fi	xi	Fixi	F(xi²)
60-64	30	62	1860	115320
65-69	14	67	938	62846
70-74	12	72	864	62208
75-79	5	77	385	29645
80-84	3	82	246	20172
85-89	0	87	0	0
90-94	2	92	184	16928
i = 5	66	529	4479	307119

$$\overline{X} = \frac{4479}{66}$$

$$= 67{,}86$$

8. Median = $\ell + \left(\dfrac{\frac{1}{2}n - fkb}{fi} \right) i$

$$= 64{,}5 + \left(\frac{33 - 14}{30} \right) 5$$
$$= 64{,}5 + (0{,}633)\, 5$$
$$= 64{,}5 + 3{,}165$$
$$= 67{,}67$$

9.

Modus = $\ell + \left(\dfrac{fa}{fa + fb} \right) i$

$$= 64{,}5 + \left(\frac{30}{30 + 36} \right) 5$$
$$= 64{,}5 + (0{,}45) 5$$

$$= 64{,}5 + 2{,}25$$
$$= 67$$

10. Standard Deviation (S) $= \dfrac{\sqrt{\sum fxi^2 - \left(\sum fxi\right)^2}}{N.(N-1)}$

$$S = \frac{\sqrt{n\sum fxi^2 - \left(\sum fxi\right)^2}}{n.(n-1)}$$

$$= \frac{\sqrt{66 x 307119 - (4479)^2}}{66 x (66-1)}$$

$$= \frac{\sqrt{66 x 307119 - (20061441)}}{66 x 65}$$

$$= \frac{\sqrt{20269854 - (20061441)}}{4290}$$

$$= \frac{\sqrt{208413}}{4290}$$

$$= \frac{456{,}523}{4290}$$

$$= 0{,}106$$

11. Score Interpretation $= \dfrac{4479}{100 \times 66} \times 100\%$

$$= \frac{4479}{6600} \times 100\%$$

$$= 67{,}86\ \%$$

The table score of interpretation

Interval	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	**High**
81% - 100%	Very High

APPENDIX V
THE CALCULATION OF HYPOTHESIS TEST OF VARIABLE X AND Y

No	I.N	SEX	X	X²	Y	Y²	XY
1	AY	M	92	8464	80	6400	7360
2	ASL	M	90	8100	78	6084	7020
3	APS	F	85	7225	64	4096	5440
4	AY	F	77	5929	78	6084	6006
5	ALH	F	87	7569	62	3844	5394
6	AYH	F	74	5476	64	4096	4736
7	ALS	F	73	5329	64	4096	4672
8	CD	F	81	6561	70	4900	5670
9	DS	F	101	10201	92	8464	9292
10	DMH	F	74	5476	60	3600	4440
11	ESM	F	79	6241	72	5184	5688
12	FT	M	79	6241	76	5776	6004
13	FEP	M	91	8281	64	4096	5824
14	FSP	M	77	5929	68	4624	5236
15	HR	F	80	6400	80	6400	6400
16	IRH	F	74	5476	76	5776	5624
17	IAP	M	106	11236	92	8464	9752
18	LA	F	77	5929	70	4900	5390
19	MNH	M	78	6084	62	3844	4836
20	MMN	M	76	5776	66	4356	5016
21	MBM	M	81	6561	68	4624	5508
22	MDS	F	81	6561	70	4900	5670
23	NSS	F	84	7056	66	4356	5544
24	NAL	F	75	5625	76	5776	5700
25	RYL	F	80	6400	68	4624	5440
26	RK	F	79	6241	72	5184	5688
27	RF	F	73	5329	68	4624	4964

28	RYW	F	77	5929	68	4624	5236
29	RN	F	80	6400	64	4096	5120
30	SO	M	78	6084	62	3844	4836
31	SR	F	73	5329	68	4624	4964
32	SRN	F	71	5041	62	3844	4402
33	SAP	F	76	5776	70	4900	5320
34	SM	F	61	3721	68	4624	4148
35	SRR	M	73	5329	66	4356	4818
36	YL	F	70	4900	70	4900	4900
37	ZMP	F	61	3721	64	4096	3904
38	ARH	M	61	3721	72	5184	4392
39	AH	M	59	3481	68	4624	4012
40	ASY	F	71	5041	60	3600	4260
41	APM	M	70	4900	72	5184	5040
42	AMN	F	67	4489	64	4096	4288
43	ANS	F	77	5929	62	3844	4774
44	AWN	F	72	5184	68	4624	4896
45	CHS	F	77	5929	66	4356	5082
46	DED	F	68	4624	62	3844	4216
47	ERS	F	65	4225	62	3844	4030
48	FHN	F	68	4624	62	3844	4216
49	FRL	F	70	4900	64	4096	4480
50	FRN	F	68	4624	68	4624	4624
51	HFR	M	83	6889	68	4624	5644
52	HAS	M	77	5929	60	3600	4620
53	HSF	F	72	5184	70	4900	5040
54	IRT	M	72	5184	64	4096	4608
55	KHM	F	75	5625	80	6400	6000
56	LSR	F	73	5329	60	3600	4380
57	MKH	F	73	5329	74	5476	5402
58	MMT	F	74	5476	62	3844	4588
59	NFY	F	76	5776	80	6400	6080
60	PSR	F	70	4900	66	4356	4620
61	PHR	M	78	6084	66	4356	5148
62	RAG	F	84	7056	66	4356	5544
63	SHJ	F	73	5329	62	3844	4526
64	SAS	F	74	5479	62	3844	4588
65	SER	F	72	5184	60	3600	4320

66	ZNY	F	94	8836	64	4096	6016
			∑X=4981	ΣX²=381237	∑Y=4479	∑Y²=307119	∑XY=403344

Note:
I.N = INITIAL NAME
M = MALE
F   = FEMALE

APPENDIX IX

Name   :
Student number   :

Read the text carefully and answer the following questions
Questions number 1 to 8

One rainy morning in 1955, Harry Van Sinderen left his home in Washington, Connecticut, to drive to his office in New York, about a hundred miles away. The rain turned into a downpour-the heaviest he could remember. Switching on the car radio, he learned that he was in the midst of a tropical storm that had swung inland from the coast, and that streams were flooding all through northern Connecticut. A few minutes later he got worse news: a dam on the Shepaug River above Washington had broken, and the resulting flood had wiped out the center of the town, with considerable loss of life and property.

Harry drove on to New York, walked into his office, and wrote out his resignation as chairman of the board of the export-import company he had managed for years. He then drove back to Washington, through the still-pouring rain, and appointed himself Chief Rebuilder of the town. He was sixty-six years old at the time.

1. Harry Van Sinderen was probably

    A.   Interested in urban planning
    B.   Slightly Insane
    C.   Interested in tropical storms
    D.   Not making enough money on his
        job
2.   Mr. Van Sinderen's actions
    suggest
    A.   That people should not go
        outdoors in tropical rain storms
    B.   That a manager's job is often
        dull
    C.   That driving a car tend to and
        from work each day is a great drain energy
    D.   That people late in life can
        change careers for meaningful work
3.   Harry Van Sinderen would agree
    A.   That personal success in business
        and finance is a person's key aim
    B.   That service to the community in
        a time of crisis is more important than personal goals

C.   That people should carry heavy insurance in case of disaster like flooding

D.   That unexpected storms in Connecticut are violent

4.   He probably feels that giving service to the community than personal purpose is

A.   Just spent his time only

B.   Better to be done first

C.   An unfortunate expression of popular will

D.   He believed that personal goal is everything.

5.   What is the purpose of the author in writing the story?

A.   To entertain

B.   To give the good example

C.   To remember the good attitude of the character

D.   That the community more important than personal goal

6.   Where did his office locate?

A.   New York   C. London

B.   Washington   D. Swiss

7.   He wrote his resignation as

A.   Director of Oxford University

B.   Chairman of the board of the export-import

C.   Employee of a company

D.   Lecturer of university

8.   He appointed himself to be

A.   Govern the town   C. Chairman of the board

B.   Chief rebuilder of the town   D. broad caster

9.   "Hurting other people is wrong" This statement express

A.   A fact

B.   The opinion of someone who should know

C. The opinion that should not be believed without further evidence

D. The opinion of someone who is not an expert on the subject and most people would agree with

10. "I believe that this government cannot endure permanently half slave and half free" (Abraham Lincoln)
This statement express

A. A guess

B. The opinion of someone who should know

C. A fact

D. The opinion of someone who is not an expert on the subject

11. "The cashier at the local supermarket says that it is a fact that wheat prices will be going down soon"
This statement given

A. The opinion of someone who is not an expert on the subject

B. The only opinion anyone could possibly have on the subject

C. The writer's own opinion

D. A reliable fact about wheat prices

12. 1. In 1988 he met Jane Brown at a dance, and in 1989 they were married.
2. John Smith was graduated from Oxford University.
3. They now live in London and have a son and a daughter.
4. He left Oxford in 1986 with a second honor degree in chemistry
5. Towards the end of that year he applied for, and obtained, a post as a junior research chemist in a large pharmaceutical firm.

The best order of the sentences to make a good story is:
A. 3-1-2-5-4   C. 2-4-1-3-5
B. 3-4-1-5-2   D. 2-4-5-1-3

Questions number 13 to 1

13. What is the author's intention of this advertisement?
   A. To meet new people
   B. To recruit potential employees
   C. To sell tickets
   D. To show of the new headquarters

14. It is the fact that
   A. The event will be held at their headquarters
   B. Open house on a plane
   C. The event will be held the owner's house
   D. At the regional office the interview will be held

15. Like crying and laughing, yawning is a variation of normal breathing. It is reflex action that is not under conscious control. This statement express about:
   A. The opinion of the expert
   B. The fact
   C. The fact that is needed to proven
   D. Just the someone's statement

Question 16 to 22
ATTENTION RIDERS
   ✓ Pay exact fare when boarding the bus. Drivers cannot make change
   ✓ Upon boarding the bus, move toward the rear of the bus. Stand in the passenger area, not in doorways or beside the driver
   ✓ Allow senior citizens and disabled riders to use the priority seating area at the front of the bus. No music without earphones
   ✓ Eating, drinking, and smoking are not allowed on the bus.

16. What did this passage discuss?
   A. Safety concerns   C. Problems of the bus service
   B. Bus routes and fares   D. Rules for riding buses

17. What did the company's hope by making these rules?
   A. To increase the safety

B.   To get many benefits
C.   To keep the passengers
D.   To make the rouet more comfortable
18.   Why did they made the rule that no music
without earphones?

A.   To make more comfortable   C. Earphone
made us more focus

B.   To make others didn't feel trouble   D.
Using earphone is nice

19.   How if you don't have the earphone in the
bus?

A.   Feel boring   C. You must buy
B.   How pity you are   D. It was been
available

20.   Who is entitled to use the priority seating
area?

A.   Elderly and handicapped people   C.
Mothers and children

B.   Riders who pay extra D. Bus company
employees

21.   Why should passengers pay exact fare?
A.   Passengers will know what they paid
                                          C. The money is easier to count
B.   Drivers can't make change   D. The fare
buys a ticket

22.   Where is the place to stand when upon
boarding the bus?

A.   Beside the driver   C. In the passenger
area
B.   At the doorways   D. The rear of the bus

Questions 23 to 24

Result of Study on Time Distribution of tasks
for sales manager

Training new sales personnel	15%
Identifying possible clients	10%
Reviewing monthly sales record	25%
Taking care of customer problems	5%
Making sales assignment	22%
Interacting with technical staff	10%
Administrative duties	5%
Miscellaneous	8%

23. What can be concluded from the study?

   A. Sales are a low priority
   B. There are few customers problems
   C. Little time is spent on training
   D. No time is spent on finding new customers

24. What does the purpose of the study?

   A. To find out how many managers have duties
   B. To gauge how long it takes for managers to do their jobs
   C. To survey how sales managers use their time
   D. To determine what sales managers should do

25. The thousand injuries of Fortunate I had borne as I best could, but when he ventured upon insult I vowed revenge (Edgar Allan Poe).

   The Tone of the person speaking is

   A. Matter of Fact
   B. Ironic
   C. Humorous and silly
   D. Sad

26. 1. He was wearing a pair of shorts and reading a book
   2. A half eaten piece of burger lay on the grass beside him
   3. It was beautiful day, no clouds in the sky when William was lying in his garden
   4. As it ran off again it knocked the book out of William's hands
   5. Suddenly a dog appeared and picked up the burger in its mouth.

   The best order of the sentences to make a good story is…..

   A. 2-3-1-4-5   C. 3-2-1-4-5
   B. 2-3-1-5-4   D. 3-1-2-5-4

   Questions 27 to 29 refer to the following announcement
Our Store Guarantee

We have the lowest prices in town. For every item we sell, we'll beat any legitimate price from any other store. Plus if you find a lower price within 30 days of your date of purchase, we'll refund the difference. This offer is good even on our own sale prices. The item must be the same brand and style. You must present your original sales receipt. Our low price guarantee does not apply to limited quantity offers.

27. What do you think about this announcement?
    A.   Fantastic   C. Nice
    B.   Just looking for shymphatic   D. Good ideas
28.   What does this statement guarantee
    A.   The lowest price
    B.   The best service
    C.   The most convenient location
    D.   The most helpful salesclerks
29.   Do you think that they are seriously make this announcement?
    A.   Just for Kidding
    B.   Yes, they are
    C.   Why not?
    D.   I don't think so
30.   One view called me to another; one hill top to its fellow, half across the country, and since I could answer at no more trouble than the snapping forward of a lever, I let the country flow under my wheels (Rudyard Kipling).
    This opening sentence sets a tone of…..
    A.   Quiet peacefulness and friendliness
    B.   Hurried discovery
    C.   Uncertain fear
    D.   Disappointment

APPENDIX VIII

LIST OF QUESTIONNAIRES
INSTRUCTIONS
1.   Choose one from the choice given from Always, often, seldom and never
2.   Answer on your reality and condition as well
3.   It will not affect your mark.

     QUESTIONS
1.   When I read, I identify the author's purpose.
    A.   Always   C. Seldom
    B.   Often   D. Never

2.   I combine, what I read with what I have known

   A.   Always   C. Seldom

   B.   Often   D. Never

3.   I evaluate my reading after read the book

   A.   Always   C. Seldom

   B.   Often   D. Never

4.   I distinguish the fact or opinion while reading

   A.   Always   C. Seldom

   B.   Often   D. Never

5.   I make prediction while reading

   A.   Always   C. Seldom

   B.   Often   D. Never

6.   I make inference while reading

   A.   Always   C. Seldom

   B.   Often   D. Never

7.   I try to know the tone of the author

   A.   Always   C. Seldom

   B.   Often   D. Never

8.   I decide what I need to remember from the material

   A.   Always   C. Seldom

   B.   Often   D. Never

9.   While reading, I make summary or conclusion

   A.   Always   C. Seldom

   B.   Often   D. never

10.   I set a goal before reading process

   A.   Always   C. Seldom

   B.   Often   D. Never

11.   While reading I think aloud about the text

   A.   Always   C. Seldom

   B.   Often   D. Never

12.   After reading I discussed and respond what I have read.

   A.   Always   C. Seldom

   B.   Often   D. Never

13.   When reading process I recognize the tone of the author

   A.   Always   C. Seldom

   B.   Often   D. Never

14.   I receive what the author's says directly

A.   Always   C. Seldom
B.   Often   D. Never

15.   When reading, I identify the opinion of the author
A.   Always   C. Seldom
B.   Often   D. Never

16.   I recognize the bias from the author's written
A.   Always   C. Seldom
B.   Often   D. Never

17.   Recognizing generalization is needed while reading, I make it to help me easier in getting what I need.
A.   Always   C. Seldom
B.   Often   D. Never

18.   To more understanding the text, I make inference
A.   Always   C. Seldom
B.   Often   D. Never

19.   While reading process I distinguish the fact from the opinion
A.   Always   C. Seldom
B.   Often   D. Never

20.   I feel difficult to concentrate my mind while reading
A.   Always   C. Seldom
B.   Often   D. Never

21.   Identifying the tone of the author makes me more interest while reading
A.   Always   C. Seldom
B.   Often   D. Never

22.   I do highlighting and notes taking while reading
A.   Always   C. Seldom
B.   Often   D. Never

23.   While reading I combine what I have known with what I read
A.   Always   C. Seldom
B.   Often   D. Never

24.   Recognizing the tone make me easy to understand the text
A.   Always   C. Seldom
B.   Often   D. Never

25.   I read title and sub title before reading
A.   Always   C. Seldom
B.   Often   D. Never

26. Reading is a part of my life. So, I bring the book everywhere
   A. Always   C. Seldom
   B. Often   D. Never

27. While reading I try to find out the tone and the purpose of the author
   A. Always   C. Seldom
   B. Often   D. Never

28. Setting the goals before reading process, make me easy to get what I want
   A. Always   C. Seldom
   B. Often   D. Never

29. I ask my friends if I do not understand what I have read
   A. Always   C. Seldom
   B. Often   D. Never

30. Recognizing bias, make me more understand the author's purpose
   A. Always   C. Seldom
   B. Often   D. Never

APPENDIX X

KEY ANSWERS OF READING COMPREHENSION TEST.

1. B	11. D	21. B
2. D	12. D	22. C
3. B	13. B	23. C
4. B	14. B	24. C
5. D	15. B	25. A
6. A	16. D	26. D
7. B	17. D	27. A
8. B	18. B	28. A
9. A	19. D	29. B
10. B	20. A	30. A

APPENDIX XI

TABLE:

Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	%
(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
3	0.997	0,999	27	0,381	0,487	55	0,226	0,345
4	0.950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0.811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	1,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,095
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0.361			

N = Total of sample that used to count "r"

Daftar Nilai Persentil Untuk Distribusi t

V	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1.645	1,28	0,842	0,674	0,524	0,253	0,126

Nomor : Sti.14/USB/P   /2011   Padangsidimpuan, 17 November 2011
Lamp   : -   Kepada Yth :
Hal   : Pembimbing Skripsi   1. Eka Sustri Harida M.Pd
                                        2. Sojuangon Rambe, S.S, M. Pd
                                        di –
                                            Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakam Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

Nama / NIM   : **ERMITA HARIANJA**/ 08 340 0012
Jurusan / Prog.studi : Tarbiyah / Tadris Bahasa Inggris 1
Judul Skripsi   : **The Influence of Critical Reading Strategies Mastery on Students' Reading Comprehension at English Education Study Program STAIN Padangsidempuan**

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

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

Wassalamu'alaikum Wr. Wb.

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BERSEDIA / ~~TIDAK BERSEDIA~~   BERSEDIA / ~~TIDAK BERSEDIA~~
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Padangsidimpuan, 27 Maret 2012

Nomor :Sti.14/I.B4/PP.00.9/ 6 12 /2012
Lamp. : -
Hal : *Mohon Bantuan Informasi*
Penyelesaian Skripsi.

Kepada Yth,
Kepala Prodi Tadris Bahasa Inggris
STAIN Padangsidimpuan
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Ermita Harianja
Nomor Induk Mahasiswa	: 08. 340 0012
Jurusan/Prog.Studi	: Tarbiyah/TBI
Alamat	: Sihitang Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Influence Of Critical Reading Strategies Mastery On Students' Reading Comprehension At English Education Study Program STAIN Padangsidimpuan "**.
Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I

Drs/dd. Irwan Saleh Dalimunthe, MA
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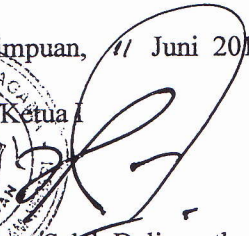
Tembusan :
Bina Skripsi

SURAT KETERANGAN
Nomor: Sti.14/I.B.4/PP.00.9/ 1159 /2012

Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Ermita Harianja
Nomor Induk Mahasiswa	: 08. 340 0012
Jurusan/Prog.Studi	: Tarbiyah / Tadris Bahasa Inggris
Alamat	: Sihitang Padangsidimpuan

adalah benar telah menyelesaikan riset di STAIN Padangsidimpuan dengan judul skripsi
" The Influence Of Critical Reading Strategies Mastery On Students' Reading Comprehension At English Education Study Program STAIN Padangsidempuan".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 11 Juni 2012
an. Ketua
Pembantu Ketua I

Drs. H. Irwan Saleh Dalimunthe, MA
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Tembusan :
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