



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

**A THESIS**

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

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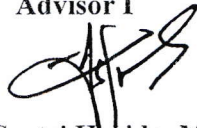
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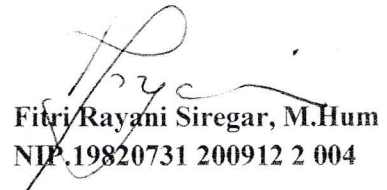
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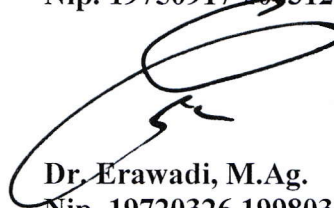
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## LEGALIZATION

**Thesis** : THE CORRELATION BETWEEN SOCIAL LEARNING STRATEGY AND STUDENTS' READING COMPREHENSION AT THE SEVENTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT IAIN PADANGSIDIMPUAN.  
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### **ABSTRACT**

This research discussed about the correlation between social learning strategy and reading comprehension to the seventh semester students of English Department IAIN Padangsidimpuan. The problem of this research were students students' interest of reading is still low, students had difficulties in understanding the text because they did not have strategy in reading, they get the difficult in understand the text, they get difficult to understand the phonetic, they needed a lot of time to understand the text, and they had difficulties to find the points or comprehend the text. The aim of this research was to verify correlation between social learning strategy and reading comprehension to the seventh semester students of English Department in IAIN Padangsidimpuan.

This research was designed by quantitative approach correlation research type. The population of this research correlation at seventh semester students of English Department IAIN Padangsidimpuan, and the sample of the research 37 person from population, taken with random sampling by lottery. To collect the data, researcher used test (multiple choice) for reading comprehension and questionnaire to know students' social learning strategy. To analyzed the data, the research used  $t_{test}$ .

On the result of the research, the researcher showed the description of the data, and it the found that result calculating which was gotten the value of the correlation of product moment  $r_{xy}$  between variable x and y was -0.168. Its means the correlation between social learning strategy and students' reading comprehension are in negative correlation, the correlation is negative correlation in the level of very low correlation. Next, It is seen that  $t_{count}$  is smaller that ( $t_{count} = -0.206 < t_{table} 2.704$ ) in the significance 0.05. Based on the result, it is know that the null hypothesis is accepted and alternative hypothesis is rejected it means that there is not significant correlation between social learning strategy use and reading comprehension narrative text seventh semester of English Department IAIN Padangsidimpuan.

**Keyword:** *language learning strategy, social learning strategy, and reading comprehension*

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# CHAPTER I

## INTRODUCTION

### A. Background of Problem

Reading is a complex process that included the physical and mental process. The physic activities occur by stimulation of the eyes. This activity is begun by observing pictures or sound of the written language. Reading is one of fourth important language skill for educational purpose or everyday life demands. The skills are writing, reading, listening and speaking. In this sense the writer especially discuss about reading because it can cover the three other skills. Reading is one important skill that should be master of an English learners.

Reading is one of the important skill in English, Student can get information and the key can increase their knowledge and their experiences through reading. By having a good skill reading, the students are easier to get information from many sources from books, magazines, newspaper, and brochures. On the other hand, if the students have a good ability in reading, they will be successful in their study and they understood what text about.

In our religion, Allah SWT asked to human to read. Allah said in holly Al-Qur'an according to SURAH AL-ALAQ as follow “. The first, Proclaim ( or read ) un the name of Allah, the Lord and cherisher who created. Second, Created man, out of a (mere) clot of congealed blood. Third, Proclaim ! And the Lord is most bountiful. fourth, He who taught (the use of) the pen. finally, Taught man that

which he knew not”.<sup>1</sup> According to this Al-Alaq 1-5, those verses have described to human how important is reading in human’s life, until Allah orders them to read, it is caused by reading act human can comprehend something. Human will comprehend that there is creature of nature, who is Allah SWT, so from the reading human will know their creature.

Reading is one of the basic language skills, and is a part or component of the communication, and reading is complete ability.<sup>2</sup> Reading also one of the four language skill that is used to grasp the ideas that presented to get the information. Then, reading is important to learn by students mastered by individual. By reading, can make students relax, interacting with the feeling and thought, obtain information and improve the science knowledge. Reading is a way to get the information from something that is written reading involves the introduction of the symbols that make up a language.

Student’s reading skill is much more contribution to improve their English as well as enriching their experiences and their intellectual ability. Reading is very important in many aspects of life. Some of the important of reading are activating mind, get a lot of knowledge about many things in the world such as sciences, technologies, arts, cultures, religious, reading give us pleasure too. So, it

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

<sup>2</sup> Tampubolon, *Kemampuan membaca* (Bandung: Angkasa, 1987) p229

is possible to have enough time to teach the aspect reading, vocabulary, writing, listening and speaking.

Reading is one of the skills that very important in communicative competence, especially in reading comprehension: because it is a skill to get information and a tool to bring us getting a new experience. In this era of information and globalization is clearly marked by the advance science and technology, which obtains from some sources such as newspaper, television, radio, and some books. They will get more information and large knowledge by reading comprehension.

Based on interviewed with students of IAIN Padangsidimpuan at seventh semester, the most of students told that they are still weak in reading comprehension. When the researcher asked about causing students' reading comprehension become low, the students told to the researcher some problems. First, students' interest of reading is still low.<sup>3</sup> The second, students had difficulties in understanding the text because they did not have strategy in reading.<sup>4</sup> The third, they get the difficult in understanding the text. The student difficult understanding the phonetic. The students needed a lot of time to understanding the text.<sup>5</sup> Finally, the students had difficulties to find the points or comprehend the text.<sup>6</sup> It is almost same with another student from TBI-III, he said that he can't comprehend

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<sup>3</sup> Melisa Lubis, *Private Interview*, the Student of Class TBI-III at the seventh semester in IAIN Padangsidimpuan.

<sup>4</sup> Rima Alfiana siregar , *Private Interview*, the Student of Class TBI-IV at the seventh semester in IAIN Padangsidimpuan

<sup>5</sup> *Ibid*, the Student of Class TBI-IV at the seventh semester in IAIN Padangsidimpuan

<sup>6</sup> Khotiah, *Private Interview*, the Students of Class TBI-III at the seventh semester in IAIN Padangsidimpuan

the text because sometimes he lazy to read all of the text cause he has low interest in reading it is also support because he did not have strategy in reading text.

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

Actually, social strategy is a from of social behavior, it is communication, and communication occurs between and among people. Learning a language thus involve other people, and appropriate social strategies are very important this strategies. Social strategies are typically found to be the most popular strategies with language learners learners.<sup>7</sup> It is supposed the research.

Based on the information above the researcher in interest to conduct the research to know the significance correlation between social learning strategy and students' reading comprehension of English Department students IAIN Padangsid impuan.

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<sup>7</sup>Rebecca Oxford, *Language Learning Strategy*,(New York : Newbury house Publisher, 1990), p.43



## **B. Identification of the Problem**

Based on background above, the researcher identified the problems as follows, the students' interest of reading is still low, the students' had difficulties in understanding the text because they did not have strategy in reading, they get the difficult in understanding the text, they get difficult in understanding the phonetic, the students needed a lot of time to understanding the text, and the students' had difficulties to find the points or comprehend the text.

## **C. The Limitation of the Problem**

Based on the problem above, the researched limited on the students' low ability in reading comprehension then correlated to learning strategies. Learning strategies can be used to improve reading comprehension mastery such as memory strategy, metacognitive strategy, cognitive strategy, compensation strategy, affective strategy and social strategy. The research would not find the improvement of reading comprehension by the strategy however, the researcher wanted to examine the correlation between social learning strategy and reading comprehension .

## **D. Definition of Operational Variable**

The researcher explains the variable blow :

### **1. Social Learning Strategy (Variable X)**

Social strategy is a from of social behavior, it is communication and occurs between and among people, learning a language thus involve other people and appropriate social strategies are very important this strategies.

## 2. Reading Comprehension(Variable Y)

Reading Comprehension is the ability to understand information presented in writing from, to interpret – evaluate information from what is read in the narrative text.

### **E. Formulation of the Problem**

Including the research, the researcher describes the formulation of the problem as follows:

1. How are students' social learning strategy use at seventh semester of English Department students IAIN Padangsidimpuan?
2. How are students' reading comprehension at seventh semester of English Department students IAIN Padangsidimpuan?
3. Is there significance correlation between the social learning strategy use and students' reading comprehension at seventh semester of English Department students IAIN Padangsidimpuan?

### **F. The Objectives of Research**

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

1. To describe students' social learning strategy use of English Department students IAIN Padangsidimpuan.
2. To describe students' reading comprehension of English Department students IAIN Padangsidimpuan.

3. To examine the significance correlation between Social learning Strategy use and students' reading comprehension of English Department students IAIN Padangsidimpuan.

#### **G. Significant of the Research**

The significant of the research for IAIN Padangsidimpuan are:

1. For lecturers, the result of this research gives one suitable method that can be used by lecturers to get successful learning. This research would be expected to provide information, which may have practical as well as theoretical values for English language lecturers. Theoretically, the result of this research added what has been found in the area of English teaching in foreign language. The result of this research inform English language teachers in their attempts to decide which of the best method in teaching reading.
2. For educational world, to increase the quality of education especially in English by using appropriate method in teaching English.
3. The other researcher, the result of the research is hoped to help the other researcher who will conduct further research in some topic. This research can give them information about teaching method.

#### **H. Outline of the Thesis**

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

1. Chapter one consisted of introduction: background of the problem, identification of the problem, limitation of the problem, definition operational

variables, formulation of the problem, purposes of the research, the significances of the research and outline of the thesis.

2. Chapter two consisted of theoretical description with some sub theory about cognitive strategy, reading comprehension, related findings, conceptual framework and hypothesis
3. Chapter three consisted of methodology of the research, included in: place and time of the research, research design, population and sample, research instrument, instrument validity, technique for collecting data, and technique of analysing data.
4. Chapter four was the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis testing, discussion and the threats of research.
5. Chapter five consisted of conclusion about the result of research and suggestion which is given to students and teacher by researcher



## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Learning Strategy

Learning strategy is how students' way to prepare them self before learning, when learning is going on, and after learning process. In other word, strategy also as a tool for students because it can help students to make them easier in understand and solving some of problems in learning.

Hornby says "Strategy is the art of planning operation in war; esp of the movements of armies and navies into favourable position for fighting; skill in managing any affair".<sup>1</sup> Then Brown says "Strategy is the level at wich activity varies considerable within induviduals as well as across induvidualis".<sup>2</sup> The researcher concluded that strategy is planning operation in war and activity varies considerable within individuals.

Strategy as a way action becomes necessary in a situation when, for the direct achievement of the main goal, the available resources are not enough. The task of strategy is an efficient use of the available resources for the achievement of the main goal. The method or plan has chosen to bring

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<sup>1</sup>A.S.Hornby. *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press,2009),p.854

<sup>2</sup>Doughlas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: San Fransisco State University, 1994),p.192.

about a desired future, such as achievement of a goal or solution of problem. Someone provides strategy in order to handle everything that may happen in some certain case. It can be applied in every situation because there is always challenge to go through within it does someone may finally get his or her expectation. There are also several strategy in the field of subject so that strategy is what they do to learn some lesson.

Dick and Carey says “The learning strategy consists of all components of the learning materials and procedures or stages of learning activities used by teachers in order to help learners achieve certain learning goals”.<sup>3</sup> Then in Hamzah books Kozna explains that “The learning strategy can be defined as any activity that is chosen, it wick can provide facilities or assistance to students towardsthe achievement of specific learning objective”.<sup>4</sup> So, it can be concluded that learning strategy is activities used to help learners achieve certain goals.

The strategy concept, without it is aggressive and competitive trappings, has become influential in education, where is has taken on a new meaning and has been transformed into learning strategy. One commonly used technical definition says that learning strategy are operations employed by the learner to aid the acquisition, storage, retrieval and use of information. This definition while helpful, does not fully convey the

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<sup>3</sup>Hamzah. B. Uno. *Model Pmebelajaran*, (Jakarta: Bumi Aksara, 2007),p.1

<sup>4</sup>*Ibid*, p. 1

excitement or richness of learning strategy. It is useful to expand this definition by saying that learning strategy is the specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more affective and more transferable to new situations.<sup>5</sup> It can be concluded that the strategy concept is one commonly used technical learning strategy are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information.

This definition while helpful, doesn't fully convey the excitement or richness of learning strategy. It is useful to expand this definition by saying that learning strategy is the specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation.<sup>6</sup> Based on definition above the researcher concluded that learning strategy is the specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation.

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

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p.8 <sup>5</sup> Rebecca. L. Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989),

<sup>6</sup> *Ibid.* p. 8

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

a. Kinds of Learning Strategies

Learning strategies are divided into two major classes: they are direct and indirect strategies. These two strategies divided into 6 groups they are (memory, cognitive and compensation under the direct class: metacognitive, affective and social under the indirect class).<sup>7</sup> This figure indicates that direct strategies and indirect strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group.

1. Direct strategies

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

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<sup>7</sup> Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.14

## 2. Indirect strategies

class-indirect strategies for general management of learning can be likened to the director of the play. This class is made up of metacognitive strategies for coordinating the language process, affective strategies for regulating emotions, and social strategies for learning with others.<sup>8</sup> So, all of these strategies has good advantages for students and make students to be faster for achieving the objectives of learning.

The conclusion, learning strategies divided into six strategies they are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Memory strategy, cognitive strategy, and compensation strategy include into direct strategies but, metacognitive strategy, affective strategy and social strategy include into indirect strategies.

### b. Social Strategy

According of Bandura emphasizes The social learning theory the importance of observing and modeling the behaviors, attitudes and emotional reactions of others. Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior

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<sup>8</sup>*Ibid.* p.14-15

is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.<sup>9</sup> The researcher concluded social strategy theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Social is a form of language behavior, it is communication, and a communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising two specific strategies are included. Asking questions cooperating with others, and Empathizing with others. These can be remembered by using their acronym, ACE: ACE language learners use social strategies.<sup>10</sup> One of the most basic social interactions is asking questions, an action from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids

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<sup>9</sup> Lou Juachon, Ph. D. / UPOU, <http://www.instructional design.org/theories/social learning.html>, Accessed on 28<sup>th</sup> September 2017 at 15.14 p.m.

<sup>10</sup> Rebecca. L. Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.44.

their understanding.<sup>11</sup> Based on definition above the researcher concluded that social strategy is each set comprising two specific strategies are included. Asking questions cooperating with others and Empathizing with others.

It also helps learners encourage their conversation partners to provide .larger quantities of” input” in the target language and indicates interest and involvement. Moreover, the conversation partners response to the learners question indicates whether the question sit self was understood, thus providing indirect feedback about the learners production skills. The content of questions is important, of course. One social strategy concerns asking questions is important for clarification(when something is not understood) or verification( when the learner wants to check whether something is correct).A related social strategy involves asking for correction, which is especially useful in the classroom. The classroom setting provides much more overt correction than natural, informal social settings.

Language is a form of social behavior, it is communication, and a communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set

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<sup>11</sup> *Ibid .p. 45*

comprising two specific strategies are included. Asking questions cooperating with others, and Empathizing with others.

### 1. Asking Questions

This set of strategies involves asking someone possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction.

#### a) Asking for clarification or verification

Asking the speaker to repeat paraphrase explain, slow down or give, asking if a specific utterance is correct or if a rule fits a particular case paraphrasing or repeating to get feedback on whether something is correct.

Asking for clarification in listening, involves asking the more proficient speaker to slow, paraphrase, repeat explain : or others wise clarify what he or she has said. Asking for clarification in listening means checking to make sure to make sure that something has been rightly understood. Learners need to learn acceptable ways to ask for clarification or verification, since it is done differently in different cultural and different languages. Help your students learn appropriate conversational questions like in following.<sup>12</sup>

Learners who are reading in the new language may also use the strategy of asking for clarification or verification .usually they ask someone proficiency level can often provide clarifying or verifying information, in jig saw listening or reading exercise, or in other activities involving these two skills, this strategy is commonly used.

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<sup>12</sup> Rebecca. L. Oxford. *Language Learning Strateg.* (New York: Newbury Publisher,1989), p169-170



1) Expression means at great speed.

2) Means see you very soon.

b) Asking for correction

Asking someone for correction in a conversation. This strategy most often occurs in conversation but may also be applied to writing.

2. Cooperating with others

This set of two strategies involves interacting with one or more people to improve language skills. These strategies are the basis of cooperative language learning, which not only increases learner language performance but also enhances self-worth and social acceptance.

a) Cooperating with peers

Working with other language learners to improve language skills. This strategy can involve a regular learning partner or a temporary pair or small group. This strategy frequently involves controlling impulses toward competitiveness and rivalry.

Peer teaching in small group setting is an excellent learning method because it is student centered, self directed and involves cooperative investigation. It aims to help students achieve a breadth of knowledge and a depth of understanding beyond the core concept and skills of the studied by topic, by teaching self coming responsibilities. These self learning responsibilities, which are a natural part of teaching include conducting individual research.

The role of the classroom instructor in the peer teaching approach is facilities the group activity there are:

- 1) Establishing the related concept, theories or topics that need to be studied and learned.
- 2) Monitoring and smalls groups processes.
- 3) Evaluating and final product in a meaning full way.<sup>13</sup>

The researcher concluded that this strategy can involve a regular learning partner or a temporary pair or small group. This strategy frequently involves controlling impulses toward commemorative and rivalry.

- b) Cooperating with proficient users of the new language.

Working with native or other proficient users of the new language, usually outside of the language classroom. This strategy involves particular attention to the conversational roles each person takes.

This strategy applies to all four skills. When used for listening and speaking, this strategy involves taking specific steps to enhance communication whit a proficient user the new language. for example: Lynda reminds herself to keep Rudolph, her German speaking friend, informed of her own listening needs. She knows,

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<sup>13</sup> By about h. cherthttp://www.abourcherif.com /Peer Teaching in Small Group Setting. Accessed on September 29<sup>st</sup> 2017 at 17.30 p.m

she listen actively, ask question, observe natural feedback, like gestural, facial expressions and body distance.<sup>14</sup>

The researcher concluded that This strategy involves particular attention to the conversational roles each person takes.

### 3. Empathizing with others

Empathizing can be developed more easily when language learners use these two strategies.

#### a) Developing cultural understanding.

Trying to empathize with another person through learning about the cultural and trying to understand the other persons relation to that cultural.

#### b) Becoming aware of others thoughts and feelings.

Observing the behaviors of others as a possible expression of their thoughts and feelings and when appropriate, asking about thoughts and feelings of others.<sup>15</sup>

The researcher concluded that Developing cultural understanding is empathize with another person through learning about the cultural and trying and Becoming aware of others thoughts and feelings the behaviors of others as a possible expression of their thoughts and feelings.

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<sup>14</sup> Rebecca. L. Oxford. *Language Learning Strateg*, (New York: Newbury Publisher,1989), p.171

<sup>15</sup> *Ibid* ,p.147.

## **2. Reading Comprehension**

### **a. Definition of Reading comprehension**

It is very important to talk about reading comprehension. Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structure of the text. The second factor is that the reader is able to exercise social control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.

Goodman in Wayne Otto Says, “reading comprehension is the interaction between through and language and bases evaluation of success in comprehension on the extent to which the reader’s reconstruct the message with the researcher’s intended message”.<sup>16</sup> Reading comprehension suggest that separate skills or tasks can be identified which, when used singly or incorrect, lead to understanding of a passage.

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

### **b. The Purposes of Reading Comprehension**

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<sup>16</sup>Otto Wayne, *How To Teach Reading*, ( America:Addison-Wisely Publishing Company, 1978), p. 151.

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

- a. To obtain information for some purposes or because we are curious about some topic.
- b. To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works).
- c. To act in a play, play a game, play a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening (as reported in newspaper, magazine, reports, etc).  
For enjoyment or excitement.<sup>17</sup>

According to Lester and Alice Crow classify the purposes of reading into two general purposes, they are:

- 1) Leisure-time reading. It is reading for enjoyment which may vary in following your favorite sport, article, comic and movie program.
- 2) More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.<sup>18</sup>

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<sup>17</sup>David Nunan, *Designing Tasks for the Communicative Classroom* (the United Kingdom: Cambridge University Press, 1989), p.33-34

<sup>18</sup>Lester and Alice Crow, *How to study: to Learn Better, Pass Examination, Get Better Grades*, (USA: Collier Macmillan Publisher, 1976),p.53.

c. The Principles of Teaching Reading

Principles teaching reading below:

1). Before you read

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

2) While you read

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

3) After you read

Comprehension question are just one form of activity appropriate for post reading. Consider vocabulary study, identifying the author's purpose, discussing the author's line of reason, examining grammatical structures, or steering students toward a follow-up writing exercise.<sup>19</sup>

Based on the researcher concluded that before you the uses skimming, scanning and activating schemata. So, while you read is

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<sup>19</sup> Douglas Brown, *Teaching by Principles* (Englewood Cliffs: San Francisco State University.2003), p. 300.

simply extensive reading global reading. The last after you read identifying the author's purpose, discussing the author's line of reason, examining grammatical structures, or steering students.

d. The level of comprehension

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

1. literal comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one requires little thinking or reasoning.

2. Interpretation

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

3. Critical Reading

When individuals read critically, they are evaluate what is read. They examine critically the thought of researcher, which have been identified thought the two lower levels of comprehensions and judge their validity or worth.

#### 4. Creative Reading

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

##### a. Reading Assessments

Assessments require planning and organization. Assessment is a tool to measure how far the students ability and comprehension of the material. In assessing reading comprehension, there are some indicators.<sup>20</sup>

**Table 1**  
**Table of indicators of reading comprehension**

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

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

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<sup>20</sup> J. Michael O, Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.



### 1) Topic Sentence

Every good paragraph has a topic sentence. Topic is what is being talked about. The topic sentence states the main idea of paragraph. It is the one thing a paragraph about, the main idea sentence is also known as the topic sentence.<sup>21</sup> Every sentence in a paragraph in some way discusses or explains this topic.

### 2) Main idea

A main idea sentence is the most general statement the author makes about the topic or subject of the paragraph. The main idea generally describes or “covers” the details in the paragraph.<sup>22</sup> So, the main idea of paragraph is what the author wants you to know about the topic.

### 3) Important information

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

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<sup>21</sup> Thomas G. Gunning, *Reading Comprehension Booster*, (San Francisco: Jossey-Bas, 2010), p. 27.

<sup>22</sup> *Ibid*, p. 10.

#### 4) Vocabulary

Oxford learners pocket stated “Vocabulary is all the words that a person knows or uses”.<sup>23</sup> So, vocabulary is pattern of letter is forming word and also vocabulary can form language.

#### 5) Concluding Sentence

According to Oxford learners pocket “Conclude is a result of what you have heard or seen.”<sup>24</sup> Concluding sentence is stated at the end of the paragraph. It is the conclusion of paragraph. Thus concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

### 3. Narrative Text

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

#### a. Definition of Narrative Text

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>25</sup> so, the narrative text is the text created by the author whose purpose is to entertain the reader.

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<sup>23</sup> A.S. Hornby, *Oxford Learner's*, ...p. 495.

<sup>24</sup> Alice Oshima and Ann Hogue, *Writing Academic: A Writing And Sentenc Structure Workbook for International Students*,(USA: Addison-Wesley Publishing Company, 1983), p. 8.

<sup>25</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 73

## b. Text Structure

1. Orientation: set the scene and introduces the participants.
2. Complication: a crisis arises.
3. Resolution: the crises is resolved, for better or for worse.<sup>26</sup>

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

Example :

### **A Bad Camping**

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

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

After that, he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put me on. When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, "Are you okay?" "I am a bit unwell", I replied. I kept on sleeping and sometimes listened to the music. When the nurses asked me, I only smiled, I knew what I was not recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.<sup>27</sup>

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<sup>26</sup> *Ibid.*,

<sup>27</sup> *Ibid.*, p. 75

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

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

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

## **B. Review of Related Findings**

This research is not the first work that has been done, there were several researchers which had done the same work Nora Wahyuni.<sup>28</sup> There is correlation between lecturers teaching technique and reading comprehension at third grade of English educational program (TBI) IAIN Padangsidimpuan and researcher Hypotheses can be accepted.

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<sup>28</sup> Nora wahyuni " *the correlation between lecturer's teaching technique and students' reading comprehension* at third grade of English department in IAIN padangsidimpuan " (unpublished thesis ), Padangsidimpuan : IAIN , 2016

Second, Ahmadi Pengharapan.<sup>29</sup> Researcher shown the description of the data was found that the result of experimental class was higher than control class). It meant that the hypothesis alternative ( $H_a$ ) was accepted.

Next, Siamak Zeynali's journal,<sup>30</sup> the effect of socio-affective strategy in the enhancement of reading comprehension among Iranian EFL learners. Results show that using socio/affective strategies were more helpful factor for learners to answer the reading comprehension questions.

So, this research made by research to complete the researches above. There fore, to know the correlation between Social learning strategyat seventh semester of English Department in IAIN Padangsidimpuan.

### **C. Conceptual Framework**

The successful of reading comprehension depend on many factors. One of them is how the students Strategy in reading. The suitable affective learning strategy is very help students in reading. In fact there are so many students which still use learning Strategy in reading. So, the researcher tries to use Correlation Social learning Strategy for students' reading comprehension.

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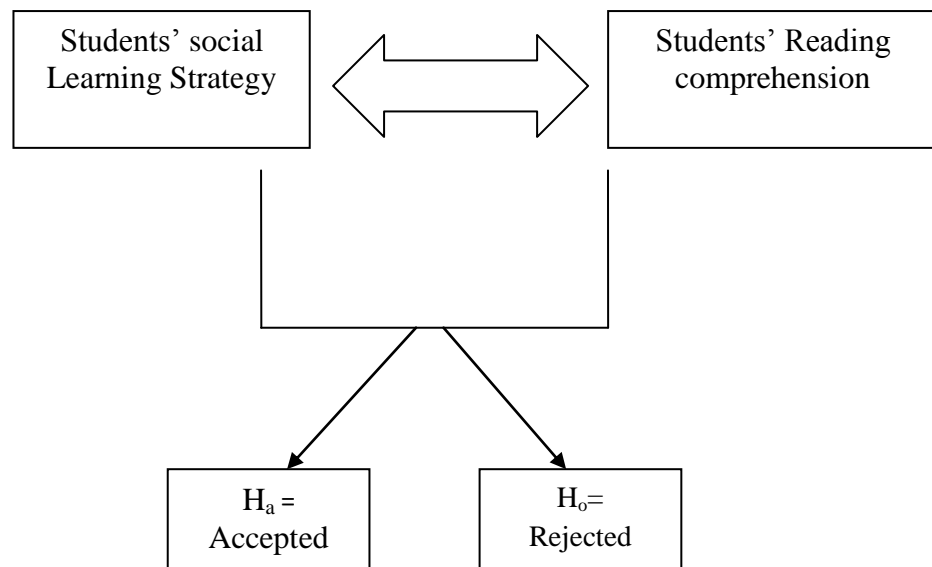
<sup>29</sup> Ahmadi Pengharapan "The Comparative Study Between Q4R Strategy and Strategy On Students' Reading Comprehension at Grade vii MTs N 1 Sipirok",(*Unpublished Thesis*), (Padangsidimpuan: IAIN, 2016).

<sup>30</sup> Siamak Zeynali, "The Effect of Socio-affective Strategy In The Enhancement of Reading Comprehension Among Iranian EFL Learners" (Department of Foreign Languages and Literature, University of Tabriz, Iran) <http://article.sciencepublishinggroup.com/pdf/10.11648.j.ijll.s.2016040201.12.pdf> Accessed 3 November 3, 2017 10.00 A.M.

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

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

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



#### **D. Hypotheses**

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

4.  $H_a$  : There is significant correlation between Social learning strategy and students' reading comprehension at seventh semester of English Department in IAIN Padangsidimpuan.
5.  $H_o$  : There is no significant correlation between Social learning strategy and students' reading comprehension at seventh semester of English Department in IAIN Padangsidimpuan.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of the Research**

This research was taken at the seventh semester of IAIN Padangsidempuan. This campus is located at H.T Rizal Nurdin sub-district of Sihitang, District of South East Padangsidempuan, Municipality of Padangsidempuan, province of North Sumatera, Indonesia. Research has been conducted from April 2017 until November 2017.

#### **B. Research Design**

The kind of research is quantitative research and the method is correlation method. In this research wanted to verification the correlation between Social learning strategy and students' reading comprehension at the Seventh semester of TBI in IAIN Padangsidempuan.

In this case, the researcher took the correlation researcher for doing this research. Research saw that there are correlation between Social learning strategy and students' reading comprehension at the Seventh semester of English Department in IAIN Padangsidempuan. The research examined the correlation of the variable, whether it does significant correlation or not.



## C. Population and sample

### 1. Population

Population is all of the individual of sources of data from a large group. The population of this research is taken from all seventh semester of English Department in IAIN Padangsidempuan in academic 2017-2018. It can be seen the table follow:

**Table 2**  
**The Population in Seventh Semester**

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

### 2. Sample

The sample is part of population which taken as a key source of the data. The research has taken the sample by using random sampling because with using random, the research can get the good result from learners. The researcher find add and even number to take the sample and then choosing add number for sampling this research by using lottery.

The research has taken 30% from population in this research. It can be seen the table follow:

**Table 3**  
**Sample in Seventh Semester**

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

#### **D. Instruments of the research**

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

##### **1. Test**

Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability. The researcher used multiple choice test to know students reading comprehension narrative text. The research

take 20 questions for students. The researcher has some indicators in reading comprehension test follow:

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

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

Research used a test to students by using multiple choice test item is usually set out in such a way that the candidate is required to selected the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.<sup>2</sup>

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<sup>1</sup>J. Michael O, Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.

<sup>2</sup>Cyrill J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

**Table 4**

**The Indicators Reading Comprehension Test**

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

2. Questionnaires

To know the knowledge of Social learning strategy, the research used questionnaires. Questionnaires simply “tool” collecting and recording information about particular issue of interest. Questionnaires was a list of question that were given to other people, in order to give the respond that was appropriate to user’s will.<sup>3</sup> It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details.

Questionnaires should always have a defined purpose that is related to the objectives of the research, and it needs to be clear from the outset how

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<sup>3</sup> Riduan, *Belajar Mudah Penelitian Untuk Karyawan Guru dan penelitian pemula*, (Bandung: Alfabeta,2005), p.71

the findings will be used. The indicators of Social Learning Strategy can be seen as table below:<sup>4</sup>

**Table 5**  
**The Table Indicators of Social Learning Strategy Instruments**

No	Social Learning Strategy	Total Questionare	Number of Test
1	Asking Question	Asking for clarification or verification	1,2,3,4,5,6
		Asking for correction	
2	Cooperating With Other	Cooperating with peers	7,8,9,10,11,12,
		Cooperating with proficient users of the new language	
3	Empathizing With Other	Developing cultural understanding	13,14,15,16,17,18,19,
		Becoming aware of others ' thoughts and feeling	
	Total		20

The questionnaires used was a questionnare that covered already provided the answer questionnaires so that respondents choose to live. In this case likert scale with four alternative answers in multiple-choice form, namely a, b, c, and d by using the positive form of the question is to use the types of questions that build the classification. These Questionnaires are given the interpretation for each answer as follows:<sup>5</sup>

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<sup>4</sup> Rebecca. L. Oxford. *Language Learning Strateg*, (New York: Newbury Publisher,1989),p.8

<sup>5</sup> Purwanto, *Statistika Untu kPenelitian*, (Yogyakarta: Pustaka Pelajar, 2011), P.48

For the option A (always)	: 5
For the option B (often)	: 4
For the option C (sometime)	: 3
For the option D (rarely)	: 2
For the option E (never)	: 1

### E. Technique of Validities Instruments

The validity of test extent to which the test measures what was intended to something. Validity To know validity of the test the researcher used the formula as follow:

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

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

X = Score for each item test

Y = Score for all item test

N = Number of students.

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

It is to reading comprehension that established by the test as the representative which was provided by the researcher. In this research, the

researcher had used item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. Then, the test consisted of 20 multiple choices.

To examine content of questionnaire and test by using criteria validity. The content validity of test the researcher analyzed by then from Rebecca in Language Learning Strategies book. The Questionnaire consist of 20 items, there are 10 item for each kind of social learning strategy.

#### **F. Techniques of Collecting Data**

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

1. The researcher entered to the each of class room for doing research.
2. The researcher introduced himself, explained his aim, and asked permission to the sample.
3. The researcher gave the test and questionnaire to the students.
4. The researcher gave 90 minutes for answering test and questionnaire.
5. The researcher controlled the class while students were answering the test and questionnaire.
6. The researcher collected all the instruments.
7. The researcher brought it to home and analyzed the data.

## G. Technique of Data Analysis

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

1. Identify and total or corrected the answer the subject research from the test.
2. Use mean score to identify variable X and Y

a) Know the mean score used the formula:<sup>6</sup>

$$\bar{x} = \frac{\sum f_i x_i}{f}$$

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

**Table 06**  
**The Table Interpretation of Means Score**

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

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<sup>6</sup> Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Bandung: Cipta Pusataka Media, 2014), p.28

<sup>7</sup> Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan* (Jakarta: Sinarbaru Algesindo, 2002), p. 153.



3. To know the correlation between variable X and variable Y, the formula as follow:

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

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

**Table 07**  
**The table interpretation**

<b>The value</b>	<b>Degree</b>
Between 0.00 – 0.199	Very low correlation
Between 0.20 – 0.399	Low correlation
Between 0.40 – 0.599	Significant correlation
Between 0.60 – 0.799	High correlation
Between 0.80 – 1.000	Very high correlation <sup>8</sup>

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

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

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<sup>8</sup>AnasSudjono, *pengantar statistic pendidikan* (Jakarta : PT Raja GrafindoPersada, 2008), p 193.

Where :

Kp = determine correlation

r = coefficient correlation<sup>9</sup>

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

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

t = result of t-test

n = total of sample

$r_{xy}$  = coefficient correlation between x and y<sup>10</sup>.

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<sup>9</sup>Riduan, *Dasar-dasar statistika*, (Bandung: Alfabeta, 2010). P. 56

<sup>10</sup>Riduwan, *Belajar mudah*....., p. 98.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of Data

To understand this research easily, it was described based on variables. There are were two variables in this research and was started from the variable of Social learning strategy (X) The research took the of Students social learning strategy 20 items, questionnaires from 37 students. The variable of Student's Reading Comprehension (Y) using 20 test multiple choice from 37 students and also was continued to the testing of hypothesis.

##### 1. Result of Students' Social Learning Strategy

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

**Tabel 8**  
**The Result of Students Social Learning Strategy**

No	Initial of Sample	Students' Score	Interpretation
1	A S	65	Enough
2	A M	70	Good
3	A E D	74	Good
4	D M H	55	Less
5	D A G	67	Enough
6	D W	54	Less
7	D S A	61	Enough
8	E Z A H	58	Less
9	E P	65	Enough

No	Initial of Sample	Students' Score	Interpretation
10	F M D	64	Enough
11	H	64	Enough
12	I H	69	Enough
13	L S	67	Enough
14	L D	59	Less
15	M	56	Less
16	M H H	73	Good
17	M U	66	Enough
18	M L	62	Enough
19	M H M	78	Good
20	M S	57	Less
21	N D H	80	Very good
22	N K	58	Less
23	N S P	75	Good
24	N L T	63	Enough
25	O A H H	74	Good
26	R S P	83	Very good
27	R P A S	64	Enough
28	R A S	60	Enough
29	R M N	73	Good
30	R S R	62	Enough
31	S M H	77	Good
32	S A S	68	Enough
33	T N	82	Very good
34	U H	70	Good
35	W A	68	Enough
36	W F	69	Enough
37	Y P P D	63	Enough

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

**Table 9**  
**The Resume of the Variables Score Student Social learning Strategy**

No	Statistic	Variable X
1.	High score	83
2.	Low Score	54
3.	Range	29
4.	Mean score	66.81
5.	Median score	67.25
6.	Modus	98.5

From the above table, it was known that the high score was 83, low score 53, mean was 66.81, median was 67.25 and modus was 98.5. Next, the calculation of how to get it can be seen in the appendix 9.

Based on the above table calculation means score, it was 66.81 it means score that the students in social learning strategy was in very good predicate. To know revelation of data was done to grouped the variable social learning strategy which the total classes 6 and interval 5. Then, the computed of the frequency distribution of the student's score of group can be applied in the table frequency distribution as follows:

**Table 10**  
**The Frequency Distribution of Student's social learning strategy**

Interval	Mid Point	Frequency	Percentages
54-58	56	6	16.21%
59-63	61	7	18.91 %
64-68	66	10	27.02 %
69-73	71	6	16.21 %
74-78	76	5	13.51%
79-83	81	3	8.11%
<b>Total</b>		<b>37</b>	<b>100</b>

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

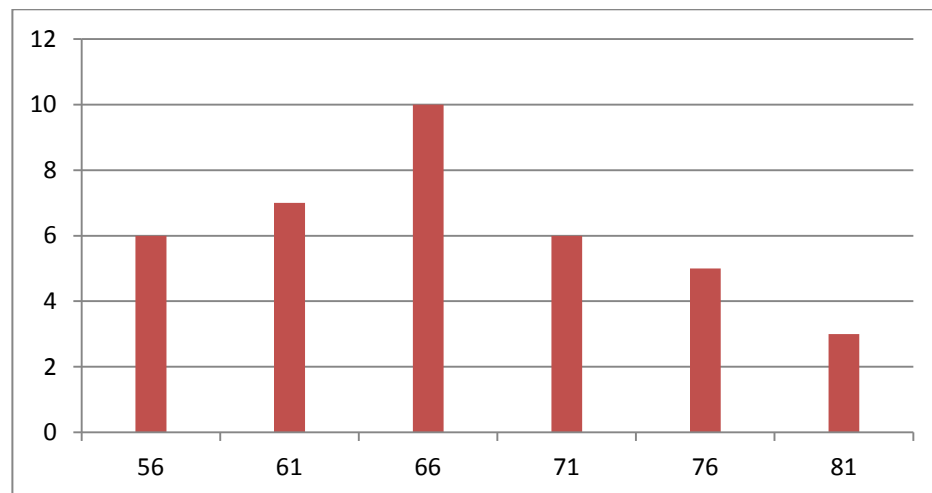


Figure 1 Description Data of social learning strategy

Based on the above table, it was known that the variable revelation of social learning strategy shown that the respondent at interval 54-58 were 6 students (16.21%), interval 59-63 were 7 students (18.91%), interval 64-68 were 10

were students (27.02%), interval 69-73 were 6 students (16.21%), and interval 74-78 were 5 students (13.51%), interval 79-83 were 3 students (8.11 %).

## 2. Result of Students Reading Comprehension

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

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

No	Initial of Sample	Students' Score	Interpretation
1	A S	90	Very good
2	A M	75	Good
3	A E D	65	Enough
4	D M H	75	Enough
5	D A G	65	Enough
6	D W	55	Less
7	D S A	80	Very good
8	E Z A H	85	Very good
9	E P	55	Less
10	F M D	65	Enough
11	H	55	Less
12	I H	65	Enough
13	L S	75	Good
14	L D	50	Less
15	M	65	Enough
16	M H H	65	Enough
17	M U	50	Less
18	M L	70	Good
19	M H M	85	Very good
20	M S	55	Less
21	N D H	45	Fail
22	N K	75	Good
23	N S P	90	Very good
24	N L T	80	Very good
25	O A H H	45	Fail
26	R S P	60	Enough

No	Initial of Sample	Students' Score	Interpretation
27	R P A S	55	Less
28	R A S	45	Fail
29	R M N	65	Enough
30	R S R	45	Fail
31	S M H	45	Fail
32	S A S	80	Very good
33	T N	45	Fail
34	U H	40	Fail
35	W A	55	Less
36	W F	90	Very good
37	Y P P D	45	Fail

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

**Table 11**  
**The Resume of the Variable Score of Reading Comprehension**

No	Statistic	Variable Y
1.	High score	90
2.	Low Score	40
3.	Range	50
4.	Mean score	51.54
5.	Median score	61
6.	Modus	76.8

From the above table, it was known that the high score was 90, low score 40, mean was 51.54, median was 61 and modus was 76.8. Next, the calculation of how to get it can be seen in the appendix 10.

Based on the above table calculation means score, it was 51.54, it means that the students in reading Comprehension was in enough predicate. To



know revelation of data was done to grouped the variable score of reading comprehension which the total classes 6 and interval 8. Then, the computed of the frequency distribution of the student's score of group can be applied in the table frequency distribution as follows:

**Table 12**  
**The Frequency Distribution of Reading comprehension**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentages</b>
40-47	43.5	8	21.62 %
48-55	51.5	8	21.62 %
56-63	59.5	8	21.62%
64-71	67.5	5	13.51%
72-79	75.5	0	8.10 %
80-87	83.5	4	13.51 %
<b>Total</b>		<b>37</b>	<b>100%</b>

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

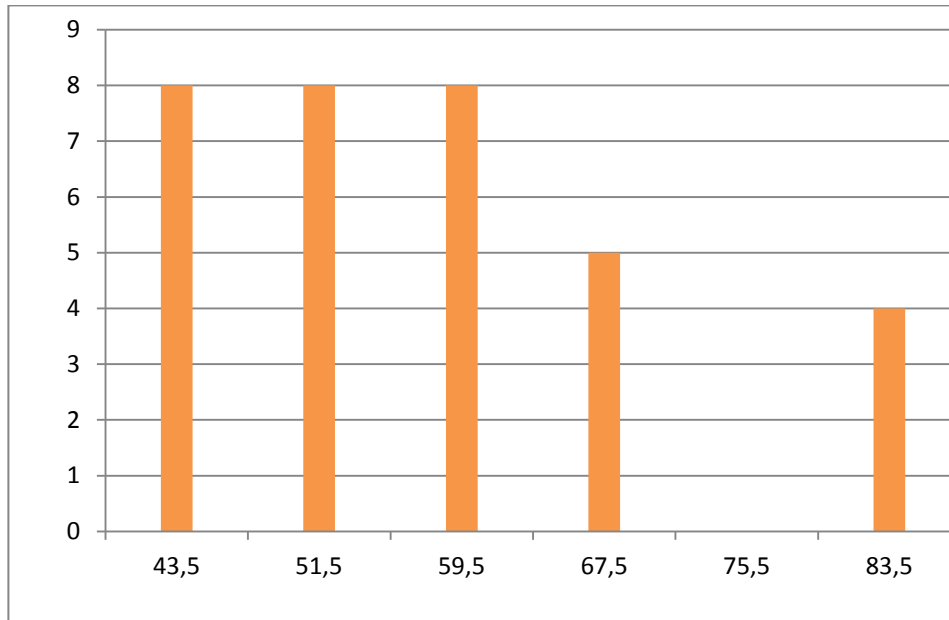


Figure 2 : Description Data of Reading Comprehension

Based on the above table, it was known that the variable revelation of reading comprehension shown that the respondent at interval 40-47 were 8 students (21.62%), interval 48-55 were 8 students (21.62%), interval 56-63 were 8 students (21.62%), interval 64-71 were 5 students (13.51%), interval 72-79 were 0 students (8.10%) and interval 80-87 were 4 students' (13.51%).

## B. The Hypothesis of Testing

Hypothesis testing aims to determine the correlation between social learning strategy use and Reading Comprehension to the seventh semester students of IAIN Padangsidimpuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:

$$\sum X = 2350$$

$$\sum Y = 2473$$

$$\sum X^2 = 151130$$

$$\sum Y^2 = 167385$$

$$\sum XY = 156660$$

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

$$\begin{aligned} r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n\{\sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{37 (156660) - (2350)(2470)}{\sqrt{\{37 \times 151130 - (2350)^2\}\{37 \times 167385 - (2473)^2\}}} \\ &= \frac{5796420 - 58115500}{\sqrt{\{5591810 - 5522500\}\{6193245 - 6115.729\}}} \\ &= \frac{-15.130}{\sqrt{(693.0)(77516)}} \\ &= \frac{-15.130}{\sqrt{5.372.663.960}} \\ &= \frac{-15.130}{73.298} \end{aligned}$$

$$= - 0.206$$

Based on the data above, it shown the correlation between students' social learning strategy use and students' reading comprehension was -0.206, a the significant level 5%, the  $r_t = 0.334$ . So the score  $r_{xy}$  was lower than  $r_t$  ( $r_{xy} < r_t$ ),  $-0.206 < 0.334$ . According to the table 07 about Index product moment correlation, the researcher got the correlation between social strategy use and reading comprehension is a very low correlation. Based on the calculation result above, it is known also that the correlation of this research was a negative correlation. When the students are better in using social strategy, their reading comprehension will be lower. Meanwhile, when the students are not better in using social strategies, the students' reading comprehension are going better.

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

KP = The score of determine coefficient

R = The scores of the coefficients correlation

$$\begin{aligned} \text{KP} &= r^2 \times 100 \% \\ &= (-0.206)^2 \times 100\% \\ &= 0.042436 \times 100\% \\ &= 4.2\% \end{aligned}$$

Based on calculating above determine contribution social learning strategy use and srudents reading comprehension was 4.2%. It means the

contribution correlation between X and Y just only 4.2% and about 95.8 from other aspect.

To test hypothesis for the significant correlation, used the formulate

$t_{\text{count}}$  or  $t_{\text{test}}$ :

$$\begin{aligned} T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{-0.206\sqrt{37-2}}{\sqrt{1-(-0.206^2)}} \\ &= \frac{-0.206\sqrt{35}}{\sqrt{1-0.042436}} \\ &= \frac{-0.206(5,916)}{\sqrt{0.9575}} \\ &= \frac{-1.2186}{0.978} \\ &= -1.246 \end{aligned}$$

Based on the calculative above, the researcher found that  $t_{\text{count}} = -1.246$  and  $dk = N-2 = 37-2 = 35$ , and at real  $\alpha = 0.05$ , the researcher found that  $t_{\text{table}} = 2.704$  cause  $t_{\text{count}} < t_{\text{table}}$ , namely  $t_{\text{count}}: -1.246$  and  $t_{\text{table}} = 2.704$ . It means that there was no significance correlation between two variables. So  $H_a$  rejected and  $H_o$  is accepted. It means that there was not significant correlation between social learning strategy use and students' reading comprehension at seventh semester of English Department IAIN Padangsidimpuan.

### C. The Discussion

Based on the Data Analysis above, it has proven that social learning strategy did not give significant correlation for reading comprehension. Social strategies are unified by a common function: manipulation or transformation

of the target language by learner. social strategies are very important in the process.<sup>1</sup>

Next, Siamak Zeynali's journal.<sup>2</sup> Their results show that using socio/ affective strategies were more helpful factor for learners to answer the reading comprehension questions. Unfortunately, the strategies did not give big contribution to students' reading comprehension on this research. So, the researcher could not prove what have been stated by Siamak Zeynali.

Furthermore, what has been finding by the researcher that based on the calculation of  $t_{test} = 0.070$  that indicated that the correlation between students' social strategy and students' reading comprehension is very low correlation. Then, based on the calculation of  $t_{count} = -0.206$  and  $dk = N - 2 = 37 - 2 = 35$ , and at real  $\alpha = 0.05$ , the researcher found that  $t_{table} = 2.704$  caused  $t_{count} < t_{table}$ , namely  $t_{count} = -0.206$  and  $t_{table} = 2.704$ . It means that there was not significant correlation between social strategy use and students' reading comprehension at seventh semester students of English Department IAIN Padangsidimpuan. So,  $H_a$  is rejected and  $H_0$  is accepted.

Based on the explanation above, it indicated that the result of our research is different. The researcher think caused of sample was different. So,

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<sup>1</sup> Rebecca. L. Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p. 145

<sup>2</sup> Siamak Zeynali, "The Effect of Socio-affective Strategy In The Enhancement of Reading Comprehension Among Iranian EFL Learners" (Department of Foreign Languages and Literature, University of Tabriz, Iran) <http://article.sciencepublishinggroup.com/pdf/10.11648.j.ijll.s.2016040201.12.pdf> Accessed 3 November 3, 2017 10.00 A.M

students in IAIN Padangsidempuan has different problems with students investigated by other researchers. That is perhaps that made our result became different or caused by other factor. The focuses are also for the situation in taking the data. When the researcher took the data, the students looked tired and uninterested because it was done at the afternoon.

#### **D. Limitation of Research**

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

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After getting the result of research work, the research came to conclude the data as follows:

1. Students' in Social learning strategy of English department students IAIN Padangsidempuan was "good" by getting mean score were 60.06.
2. Students' Reading Comprehension of English department students IAIN Padangsidempuan was "less" by getting mean score were 51.54.
3. So, based on the result of calculating data, the hypothesis  $H_a$  was rejected whereas  $H_o$  was accepted. The correlation between two variable are negative means that here is a negative very low correlation between social learning strategy use and reading comprehension for the any thesis. It meant there was not significant correlation between social learning strategy use and reading comprehension. It is based on of the result calculating was gotten the value of the significant  $t_{count}$  between social learning strategy use and reading comprehension were (-0.206). The result calculating of  $t_{count}$  (2.704) was compared with  $t_{table}$  it was rejected namely  $t_{count} < r_{table}$ . It meant the significant of research was invalid. So, there is not significant correlation between social learning strategy use and reading comprehension.



## **B. Suggestion**

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

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

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## **CURRICULUM VITAE**

### **A. Identity**

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### **B. Parents**

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### **C. Educational Background**

1 Elementary School : SDN 103120 Siamporik Dolok (2005)  
2 Junior School : MTs Al-Abraar (2008)  
3 Senior School : MAS Al-Abraar (2011)  
4 Institute : IAIN Padangsidempuan (2017)

## APPENDIX 1

### INSTRUMENT TEST

**Information :** This test just to know your ability in reading comprehension and there is no affected in your appraisal in final examination.

Name : \_\_\_\_\_

Reg. No : \_\_\_\_\_

Class : \_\_\_\_\_

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

#### The following text is for question 1-7

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

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

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

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

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

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

1. What is the topic sentence of the text?
  - a. The Story of the Smart Parrot
  - b. A parrot and a cat
  - c. The Parrot
  - d. Catano
2. Where does the story take place?
  - a. London
  - b. Puerto Rico
  - c. Jakarta
  - d. Buenos Aires
3. What is the word that the parrot cannot say?
  - a. Catano
  - b. Tacano
  - c. Canato
  - d. Nacato
4. What does the man do to the bird because the bird cannot say the name of a place?
  - a. The man ate the bird.
  - b. The sold the bird.
  - c. The man killed the bird.
  - d. The man taught the bird.
5. “The parrot was very, very smart” The word ‘smart’ means ....
  - a. Stupid
  - b. Clever
  - c. Stubborn
  - d. Beautiful
6. “The parrot was screaming at the fourth chickens” What does the underlined word mean?
  - a. Smiling
  - b. Crying
  - c. Shouting
  - d. Laugh
7. What is the conclusion of the text ?
  - a. The Parrot can’t say Catano
  - b. The Parrot can say Catano

- c. The Parrot say Catano always
- d. The Parrot say Catano every time

**The following text is for question 8-11**

The Magic Box

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

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

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

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

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

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

8. What is the topic sentence of the text?
- a. The box
  - b. The magic box

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

**The following text is for question 12-15**

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

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



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

12. What is the topic sentence of the text.....
- We went there at morning
  - Last week, I went to Mount Bromo
  - My friend and I saw
  - We went to the zoo at Wonokromo
13. The word “stayed” (paragraph 1) is same with...
- Lived
  - Leave
  - Life
  - Abandoned
14. The conclusion of the text above is...
- There are many interesting place in Mount Bromo
  - Mount Bromo was a nice place
  - The author is very happy to Mount Bromo
  - The scenery in Mount Bromo was very beautiful
15. The word “beautiful” (paragraph 2) is same with...
- Pretty
  - Good
  - Goodness
  - Bad

**The following text is for question 18-20**

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince

Aryo Johor, Prince SingaTrasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

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

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

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

16. What is the topic from the text?

- a. Puteri Mandalika a beautiful daughter
- b. Teberu Lombok
- c. A great king
- d. The king of teberu

17. The first paragraph is called .....

- a. Orientation
- b. complication

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

## APPENDIX II

Name : \_\_\_\_\_

Nim : \_\_\_\_\_

Class : \_\_\_\_\_

### I. Direction

- a. Read the questions well
- b. Give the cross mark (X) in the right answer.
- c. Answer the question based on your competence and don't cheat another's answer.

### II. Questions

- a. Social Learning Strategy Questionnaire (Variable X)

Answer these questions well by crossing a, b, c, or d.e

1. Ketika saya tidak mengerti suatu ucapan atau perkataan dalam bahasa Inggris, saya memintanya untuk memperlambatataumengulangiperkataannya.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidakpernah
2. Saya berbicara dengandengan orang lain menggunakan bahasa inggris untuk mengukur kemampuan diri sendiri.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidakpernah
3. Saya berbicara dengan kawan saya untuk meningkatkan kemampuan membaca saya.  
a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidakpernah

4. Saya menggunakan bahasa yang bagus untuk mengajukan pertanyaan kepada guru.
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
5. Ketika saya mendapatkan masalah di dalam kelompok belajar dengan teman sebaya saya selalu memberikan ide-ide yang baik.
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
6. Saya lebih suka belajar bersama daripada belajar sendiri
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
7. Saya lebih mudah proses pemahaman pembelajaran bersama daripada belajar sendiri
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
8. Saya lebih semangat belajar bersama daripada belajar sendiri.
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
9. Saya meminta penutur asli bahasa Inggris untuk mengoreksi saya ketika saya berbicara.
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
10. Saya mengajukan pertanyaan dalam bahasa Inggris dalam hasil bacaan saya.
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
11. Saya menggunakan kalimat bahasa Inggris yang jarang diucapkan dalam pertanyaan.

- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
12. Saya meminta kawan saya untuk mengoreksi phonetic dalam percakapan didalam kelas.
- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
13. Saya mencoba untuk belajar tentang budaya penutur asli bahasa Inggris
- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
14. Saya mencoba mempratekkan budaya orang lain dengan bahasa inggris.
- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
15. Saya tidak pernah membedakan budaya orang lain dalam belajar bahasa inggris.
- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
16. Ketika saya beragam budaya dalam suatu kelompok kecil, kami selalu membagikan pemahaman tentang budaya masing-masing.
- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
17. Saya berbicara dengan orang lain mengenai perasaan saya ketika belajar bahasa Inggris.
- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah
18. Ketika saya mendapatkan kawan saya kurang mengerti dalam pembelajaran, saya menjelaskan dengan perasaan.
- a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah

19. Saya menyadari dengan pikiran sender bahwa bahasa itu sangat penting dalam kehidupan ini.

a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah

20. Saya memotivasi kawan saya untuk meningkat dalam bahasa Inggris dengan menyadari pikiran dan perasaan.

a. Selalu b. Sering c. Kadang-kadang d. Jarang e. Tidak pernah

### **APPENDIX III**

#### **Key Answer**

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



## APPENDIX 4

### THE RESULT OF STUDENT'S SOCIAL LEARNING STRETEGY

No.	Nama	Students' Score
1	Ade Syaputra	65
2	Annisa Mardia	70
3	Aprinda Efendi Daulay	74
4	Desi Maharani Harahap	55
5	Desti Amelisa Gultom	67
6	Dewi Wahyuni	54
7	Dharma Surya Arifah	61
8	Ema Zakia Agustina Harahap	58
9	Esriati Pohan	65
10	Fitri Mahrani Daulay	64
11	Hotiah	64
12	Ilham Hakim	69
13	Leli Soraya	67
14	Letmaida Dongorang	59
15	Mardhiyah	56
16	Marliana Hari Hasibuan	73
17	Marya Ulpa	66
18	Melisa Lubis	62
19	Miss Hanani Maleh	78
20	Miss Suraida	57
21	Nurhapsi Dayani Hasibuan	80
22	Nurlanni Khoiriah	58
23	Nurlela Sari Pulungan	75
24	Nurmayunita Lumban Tobing	63
25	One Aini Hakim Harahap	74
26	Rahayu Sakinah Purba	83
27	Rika Putri Ani Siregar	64
28	Rima Alpina Siregar	60
29	Risky Muhammad Nur	73
30	Risna Sari Rambe	62
31	Sakinah Muliana Hasibuan	77
32	Sri Agustina Situmorang	68
33	Tania Nasution	82

34	Uswatul Hasanah	70
35	Winda Aulia	68
36	Wirdatul Fuadi	69
37	Yuni Putri Pertiwi Daulay	63
<b>Jumlah</b>		<b>2473</b>

## APPENDIX 5

### TEST RESULT OF READING COMPREHENSION

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

33	Tania Nasution	45
34	Uswatul Hasanah	40
35	Winda Aulia	55
36	Wirdatul Fuadi	90
37	Yuni Putri Pertiwi Daulay	45
<b>Jumlah</b>		<b>2350</b>

## APPENDIX 6

### Test Result of Variable X and Variable Y

NO	INISIAL	X	Y
1	A S	65	90
2	A M	70	75
3	A E D	74	65
4	D M H	55	75
5	D A G	67	65
6	D W	54	55
7	D S A	61	80
8	E Z A H	58	85
9	E P	65	55
10	F M D	64	65
11	H	64	55
12	I H	69	65
13	L S	67	75
14	L D	59	50
15	M	56	65
16	M H H	73	65
17	M U	66	50
18	M L	62	70
19	M H M	78	85
20	M S	57	55
21	N D H	80	45
22	N K	58	75
23	N S P	75	90
24	N L T	63	80
25	O A H H	74	45
26	R S P	83	60
27	R P A S	64	55
28	R A S	60	45
29	R M N	73	65
30	R S R	62	45
31	S M H	77	45
32	S A S	68	80
33	T N	82	45

34	U H	70	40
35	W A	68	55
36	W F	69	90
37	Y P P D	63	45
TOTAL		$\Sigma X = 2473$	$\Sigma Y = 2350$

**APPENDIX 7****The Correlation Social Learning Strategy and Reading Comprehension**

<b>No .</b>	<b>INISIAL</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	A S	90	65	8100	4225	5850
2	A M	75	70	5625	4900	5250
3	A E D	65	74	4225	5476	4810
4	D M H	75	55	5625	3025	4125
5	D A G	65	67	4225	4489	4355
6	D W	55	54	3025	2916	2970
7	D S A	80	61	6400	3721	4880
8	E Z A H	85	58	7225	3364	4930
9	E P	55	65	3025	4225	3575
10	F M D	65	64	4225	4096	4160
11	H	55	64	3025	4096	3520
12	I H	65	69	4225	4761	4485
13	L S	75	67	5625	4489	5025
14	L D	50	59	2500	3481	2950
15	M	65	56	4225	3136	3640
16	M H H	65	73	4225	5329	4745
17	M U	50	66	2500	4356	3300
18	M L	70	62	4900	3844	4340
19	M H M	85	78	7225	6084	6630

20	MS	55	57	3025	3249	3135
21	NDH	45	80	2025	6400	3600
22	NK	75	58	5625	3364	4350
23	NSP	90	75	8100	5625	6750
24	NLT	80	63	6400	3969	5040
25	OAHH	45	74	2025	5476	3330
26	RSP	60	83	3600	6889	4980
27	RPAS	55	64	3025	4096	3520
28	RAS	45	60	2025	3600	2700
29	RMN	65	73	4225	5329	4745
30	RSR	45	62	2025	3844	2790
31	SMH	45	77	2025	5929	3465
32	SAS	80	68	80	4624	5440
33	TN	45	82	2025	6724	3690
34	UH	40	70	1600	4900	2800
35	WA	55	68	3025	4624	3740
36	WF	90	69	8100	4761	6210
37	YPPD	45	63	2025	3969	2835
TOTAL		$\sum X=2350$	$\sum Y=2473$	$\sum X^2=151130$	$\sum Y^2=167385$	$\sum XY=156660$



## APPENDIX 8

### Test Result of Students' Reading Comprehension

No.	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TA	N	Y2	
1	AS	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	18	90	8100	
2	AM	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	15	75	6000	
3	AED	0	1	1	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	13	65	4225	
4	DMH	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	15	75	5625
5	DAG	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	0	13	65	4550	
6	DW	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	11	55	3025	
7	DSA	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	16	80	6800	
8	EZA H	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	17	85	7225	
9	EP	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	11	55	3575	
10	FMD	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	0	0	13	65	4875	
11	H	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	0	11	55	3575	
12	IH	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	13	65	4875	
13	LS	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	15	75	6000	
14	LD	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	0	0	0	10	50	3250	
15	M	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	0	13	65	4550	
16	MHH	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	1	1	1	0	1	13	65	4875	
17	MU	0	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	10	50	3500	
18	ML	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	14	70	5600	
19	MHM	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	17	85	7225	
20	MS	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	0	11	55	3575	
21	NDH	1	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	9	45	2475	
22	NK	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	15	75	5625	
23	NSP	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	18	90	8100	
24	NLT	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	16	80	6400	

25	O A H H	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	9	45	2250
26	R S P	1	1	1	1	0	1	0	1	1	1	0	0	0	0	0	1	1	1	0	12	60	3600	
27	R P A S	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0	11	55	3575
28	R A S	0	1	1	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	0	9	45	2250
29	R M N	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	0	1	13	65	4225
30	R S R	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	9	45	2250
31	S M H	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	9	45	2475
32	S A S	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	16	80	6400
33	T N	1	1	1	0	1	0	0	1	0	0	1	0	1	1	0	0	1	0	0	0	9	45	2925
34	U H	1	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	1	1	0	0	8	40	1600
35	W A	1	1	1	1	1	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	11	55	3025
36	W F	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	18	90	8550
37	Y P P D	1	1	1	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	1	0	9	45	2925
<b>Jumlah</b>		<b>23</b>	<b>37</b>	<b>35</b>	<b>25</b>	<b>27</b>	<b>27</b>	<b>13</b>	<b>35</b>	<b>18</b>	<b>18</b>	<b>30</b>	<b>29</b>	<b>28</b>	<b>11</b>	<b>19</b>	<b>20</b>	<b>27</b>	<b>23</b>	<b>10</b>	<b>15</b>	<b>470</b>	<b>2350</b>	<b>169675</b>

## APPENDIX 9

### Variable X

#### (Student Social Learning Strategy)

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

54	55	56	57	58	58	59	60	61	62	62
63	63	64	64	64	65	65	66	67	67	68
68	69	69	70	70	73	73	74	74	75	77
78	80	82	83							

2. High score = 83

3. Low score = 54

4. Range = high score – low score  $83 - 54 = 29$

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

6. Interval (i)

$$I = \frac{R}{BK} = \frac{29}{6} = 4.83 = 5$$

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

$$M_x = M^1 + i \left( \frac{\sum Fx^l}{N} \right)$$

No	Class Interval	F	X	FX	X <sup>I</sup>	FX <sup>I</sup>	F <sub>kb</sub>	F <sub>ka</sub>	Perentas
1.	54-58	6	56	336	2	12	N=3 7	6	16.21%
2.	59-63	7	61	427	1	7	31	13	18.91%
3.	64-68	10	66	660	0	0	24	23	27.02%
4.	69-73	6	71	426	-1	-6	14	29	16.21%
5.	74-78	5	76	380	-2	-10	8	34	13.51%
6.	79-83	3	81	243	-3	-9	3	N=37	8.11%
<b>Total</b>		<b>N=37</b>	-	<b>∑FX=2472</b>		<b>∑FX<sup>I</sup>=-44</b>	-	-	<b>100%</b>

$$\text{Mean score (x)} = \frac{\sum fx}{N} = \frac{2472}{37} = 66.81$$

8. Median

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

$$\ell = 63.5 \qquad i = 5$$

$$f_i = 6 \qquad F_{kb} = 14$$

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

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

$$\text{Me} = 63.5 + \left( \frac{18.5 - 14}{6} \right) 5$$

$$= 63.5 + \left( \frac{4.5}{6} \right) 5$$

$$\begin{aligned}
&= 63.5 + \left(\frac{22.5}{6}\right) \\
&= 63.5 + (3.75) \\
&= 67.25
\end{aligned}$$

9. Modus

$$\begin{array}{lll}
\ell = 63,5 & F_a = 7 & i = 5 \\
U = 68.5 & F_b = 6 &
\end{array}$$

$$\begin{array}{lll}
M_o = \ell + \left(\frac{fa}{fa+fb}\right) i & \text{atau} & M_o = U - \left(\frac{fb}{fa+fb}\right) i \\
= 63.5 + \left(\frac{7}{7-6}\right) 5 & & = 68.5 - \left(\frac{6}{7-6}\right) 5 \\
= 63.5 + \frac{35}{1} & & = 68.5 - \frac{30}{1} \\
= 63.5 + 35 & & = 68.5 + 30 \\
= 98.5 & & = 98.5
\end{array}$$

## APPENDIX 10

### VARIABLE Y

#### (STUDENTS' READING COMPREHENSION)

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

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

2. High score = 90
3. Low score = 40
4. Range = high score – low score  $90 - 40 = 50$
5. The total of classes (BK)  $= 1 + 3.3 \log n$   
 $= 1 + 3.3 \log 37$   
 $= 1 + 3.3 (1.56)$   
 $= 1 + 5.14$   
 $= 6.14$   
 $= 6$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{50}{6} = 8.33 = 8$$

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

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

No	Class Interval	F	X	FX	X <sup>I</sup>	FX <sup>I</sup>	F <sub>kb</sub>	F <sub>ka</sub>	Percentages
1.	40-47	8	43.5	348	2	16	N=37	8	21.62%
2.	48-55	8	51.5	412	1	8	29	16	21.62%
3.	56-63	8	59.5	476	0	0	21	24	21.62%
4.	64-71	5	67.5	337	-1	-5	13	29	13.51%
5.	72-79	0	75.5	0	-2	-6	8	32	8.10%
6.	80-87	4	83.5	334	-3	-15	5	N=37	13.51%
<b>Total</b>		<b>N=37</b>	-	$\Sigma FX = 1907$		$\Sigma FX^I = -2$	-	-	<b>100%</b>

$$\text{Mean score (x)} = \frac{\Sigma fx}{f} = \frac{1907}{37} = 51.54$$

### 8. Median

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

$$\ell = 55.5 \qquad i = 8$$

$$f_i = 8 \qquad F_{kb} = 13$$

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

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

$$Me = 55.5 + \left( \frac{18.5 - 13}{8} \right) 8$$

$$= 55.5 + \left( \frac{5.5}{8} \right) 8$$

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

$$= 55.5 + (5.5)$$

$$= 61$$

9. Modus

$$\ell = 55.5$$

$$F_a = 8$$

$$i = 8$$

$$U = 64.5$$

$$F_b = -5$$

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

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

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

$$= 55.5 + 21.33$$

$$= 76.83$$



**APPENDIX 11**

**Distribution of Students' Social Learning Strategy**

NO	INITIAL	Distribution of Students' Social Learning Strategy																				Social learning strategy
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	DAG	4	3	4	4	4	3	3	3	3	2	2	3	3	3	3	4	4	3	4	3	65
2	MHM	4	3	4	3	4	4	3	4	3	3	3	3	2	3	4	4	4	4	4	4	70
3	IH	5	4	4	4	4	4	4	4	4	4	3	4	4	3	2	3	3	2	5	4	74
4	SMH	1	2	3	3	4	1	2	2	3	2	1	3	1	1	5	5	2	4	5	5	55
5	AED	3	3	4	5	5	5	4	4	4	3	3	3	2	2	2	3	3	3	3	3	67
6	WA	4	3	4	4	3	3	3	3	1	2	2	1	1	1	2	4	3	3	4	3	54
7	RMN	4	3	3	4	4	5	4	5	2	3	2	3	1	1	1	1	3	3	5	4	61
8	OAH	4	3	4	4	3	3	3	3	1	4	2	2	3	3	3	2	2	2	4	3	58
9	SAS	4	3	4	5	5	3	3	3	3	3	1	2	3	4	2	3	3	4	4	3	65
10	DMH	3	3	3	3	3	4	5	5	2	2	2	2	2	2	5	3	4	4	4	3	64
11	MD	3	3	4	4	3	5	5	5	1	3	1	2	2	2	3	4	3	3	5	3	64
12	WF	5	3	4	3	4	3	3	3	3	3	3	3	4	3	3	3	4	3	5	4	69
13	EP	4	3	4	5	4	4	3	3	3	4	3	3	3	1	3	3	3	3	4	4	67
14	EZA	4	4	4	4	4	2	2	2	1	2	1	2	3	1	5	1	4	5	5	3	59
15	DSA	5	4	4	4	3	1	2	2	1	3	3	2	2	2	3	2	2	3	5	3	56
16	MU	4	4	3	4	3	4	4	4	4	3	3	3	4	3	3	3	4	4	5	4	73
17	UH	4	3	3	4	3	4	4	4	3	3	3	3	3	3	1	4	5	4	5	0	66
18	MH	4	3	3	3	3	3	3	3	1	3	3	2	3	3	3	3	3	4	5	4	62
19	NSP	4	4	4	3	3	5	5	5	2	2	3	3	3	4	5	4	5	5	4	5	78
20	LS	3	1	3	3	3	4	4	3	3	3	2	3	3	3	3	2	1	3	4	3	57
21	AM	5	4	4	4	4	5	5	5	4	4	2	4	4	3	4	3	5	3	4	4	80
22	HT	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	58
23	RSP	3	3	5	5	5	5	3	5	4	4	4	3	4	3	4	4	4	1	3	3	75
24	ML	5	4	4	4	4	1	2	2	3	3	2	1	2	2	3	5	3	4	5	4	63
25	RP	4	3	4	4	4	4	4	4	2	3	4	2	4	4	4	4	4	4	4	4	74
26	TN	4	4	4	3	3	4	5	5	3	4	5	5	4	4	4	4	4	4	5	5	83
27	RS	3	5	3	5	5	3	3	3	1	3	1	3	3	3	3	5	5	3	5	3	64
28	AS	4	3	2	3	4	3	3	4	3	2	3	3	4	3	2	2	4	3	2	3	60
29	NK	4	4	4	4	4	5	4	4	3	4	2	3	3	3	4	3	4	4	4	3	73
30	NDH	3	3	5	3	3	4	3	3	3	3	3	3	2	2	3	3	3	3	4	3	62

31	RAS	5	4	5	3	3	3	4	5	3	4	4	5	3	3	2	3	5	5	4	4	77
32	DW	4	3	3	5	3	4	3	4	1	3	1	4	4	3	5	4	2	4	5	3	68
33	YP	3	3	5	4	4	4	4	4	3	3	4	3	4	5	5	5	5	5	4	5	82
34	MS	4	3	4	4	4	4	3	4	3	4	3	3	3	3	3	3	3	4	4	4	70
35	LD	5	3	3	3	5	5	3	3	5	3	3	2	3	3	2	3	3	3	5	3	68
36	NL	3	3	3	5	3	5	4	4	1	3	1	3	4	3	5	4	4	3	5	3	69
37	FMD	4	3	2	3	4	3	4	4	2	2	3	2	2	2	5	3	3	4	4	4	63

**APPENDIX 12**

**Validity of The Test Reading Comprehension**

**(Variable X)**

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

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

<b>df/db</b>	<b>5%</b>	<b>1%</b>	<b>df/db</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	<b>12.71</b>	<b>63.66</b>	<b>24</b>	<b>2.06</b>	<b>2.80</b>
<b>2</b>	<b>4.30</b>	<b>9.92</b>	<b>25</b>	<b>2.06</b>	<b>2.79</b>
<b>3</b>	<b>3.18</b>	<b>5.84</b>	<b>26</b>	<b>2.06</b>	<b>2.78</b>
<b>4</b>	<b>2.78</b>	<b>4.60</b>	<b>27</b>	<b>2.05</b>	<b>2.77</b>
<b>5</b>	<b>2.75</b>	<b>4.03</b>	<b>28</b>	<b>2.05</b>	<b>2.76</b>
<b>6</b>	<b>2.45</b>	<b>3.71</b>	<b>29</b>	<b>2.04</b>	<b>2.76</b>
<b>7</b>	<b>2.36</b>	<b>3.50</b>	<b>30</b>	<b>2.04</b>	<b>2.75</b>
<b>8</b>	<b>2.31</b>	<b>3.36</b>	<b>35</b>	<b>2.03</b>	<b>2.72</b>
<b>9</b>	<b>2.26</b>	<b>3.25</b>	<b>40</b>	<b>2.02</b>	<b>2.72</b>
<b>10</b>	<b>2.23</b>	<b>3.17</b>	<b>45</b>	<b>2.02</b>	<b>2.09</b>
<b>11</b>	<b>2.20</b>	<b>3.11</b>	<b>50</b>	<b>2.01</b>	<b>2.68</b>
<b>12</b>	<b>2.18</b>	<b>3.06</b>	<b>60</b>	<b>2.00</b>	<b>2.65</b>
<b>13</b>	<b>2.16</b>	<b>3.01</b>	<b>70</b>	<b>2.00</b>	<b>2.65</b>
<b>14</b>	<b>2.14</b>	<b>2.98</b>	<b>80</b>	<b>1.99</b>	<b>2.64</b>
<b>15</b>	<b>2.13</b>	<b>2.95</b>	<b>90</b>	<b>1.99</b>	<b>2.63</b>
<b>16</b>	<b>2.12</b>	<b>2.92</b>	<b>100</b>	<b>1.98</b>	<b>2.63</b>
<b>17</b>	<b>2.11</b>	<b>2.90</b>	<b>125</b>	<b>1.98</b>	<b>2.62</b>
<b>18</b>	<b>2.10</b>	<b>2.88</b>	<b>150</b>	<b>1.98</b>	<b>2.61</b>
<b>19</b>	<b>2.09</b>	<b>2.86</b>	<b>200</b>	<b>1.97</b>	<b>2.60</b>
<b>20</b>	<b>2.09</b>	<b>2.84</b>	<b>300</b>	<b>1.97</b>	<b>2.59</b>
<b>21</b>	<b>2.08</b>	<b>2.83</b>	<b>400</b>	<b>1.97</b>	<b>2.59</b>
<b>22</b>	<b>2.07</b>	<b>2.82</b>	<b>500</b>	<b>1.96</b>	<b>2.59</b>
<b>23</b>	<b>2.07</b>	<b>2.81</b>	<b>1000</b>	<b>1.96</b>	<b>2.58</b>



<b>16</b>	<b>0.497</b>	<b>0.623</b>	<b>41</b>	<b>0.308</b>	<b>0.398</b>	<b>400</b>	<b>0.098</b>	<b>0.128</b>
<b>17</b>	<b>0.482</b>	<b>0.606</b>	<b>42</b>	<b>0.304</b>	<b>0.393</b>	<b>500</b>	<b>0.088</b>	<b>0.115</b>
<b>18</b>	<b>0.468</b>	<b>0.592</b>	<b>43</b>	<b>0.301</b>	<b>0.389</b>			
<b>19</b>	<b>0.456</b>	<b>0.575</b>	<b>44</b>	<b>0.297</b>	<b>0.384</b>	<b>600</b>	<b>0.080</b>	<b>0.105</b>
<b>20</b>	<b>0.444</b>	<b>0.561</b>	<b>45</b>	<b>0.294</b>	<b>0.380</b>	<b>700</b>	<b>0.074</b>	<b>0.097</b>
<b>21</b>	<b>0.433</b>	<b>0.549</b>	<b>46</b>	<b>0.291</b>	<b>0.376</b>	<b>800</b>	<b>0.070</b>	<b>0.091</b>
<b>22</b>	<b>0.423</b>	<b>0.537</b>	<b>47</b>	<b>0.288</b>	<b>0.372</b>			
<b>23</b>	<b>0.413</b>	<b>0.526</b>	<b>48</b>	<b>0.284</b>	<b>0.368</b>	<b>900</b>	<b>0.065</b>	<b>0.086</b>
<b>24</b>	<b>0.404</b>	<b>0.515</b>	<b>49</b>	<b>0.281</b>	<b>0.364</b>			
<b>25</b>	<b>0.396</b>	<b>0.505</b>	<b>50</b>	<b>0.279</b>	<b>0.361</b>	<b>1000</b>	<b>0.062</b>	<b>0.081</b>