THE EFFECT OF INTERACTIVE STRATEGY
ON STUDENTS' READING COMPREHENSION
(A STUDY IN MAS DAARUL MUHSININ LABUHAN BATU)

A THESIS

Submitted to the English Department of State Collage for Islamic Studies
Padangsidimpuan in Partial Fulfillment of the Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program

BY:

HAKKUL LAILA SIREGAR
Reg. No. : 07 340 0008

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
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**TARBIYAH DEPARTMENT
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PADANGSIDIMPUAN
2012**

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Lamp : 5 (Lima) exemplar   Kepada Yth,
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Setelah membaca, meniliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. hakkul Laila Siregar yang berjudul: The Effect of interactive Strategy on Students' Reading Comprehension (A Study in MAS Daarul Muhsinin Labuhan Batu) . Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerja samanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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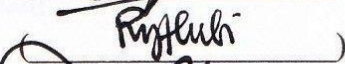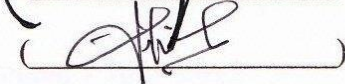
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Firstly, researcher would like to thank Allah who had given researcher the chances to finish this thesis. Secondly, blessing and dark era to the bright era.
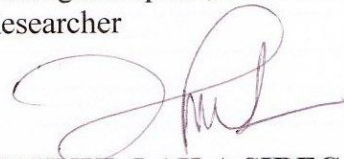
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Padangsidimpuan, 30 Mei 2012
Researcher

HAKKUL LAILA SIREGAR
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Judul Skiripsi : THE EFFECT OF INTERACTIVE STRATEGY ON STUDENTS'
READING COMPREHENSION (A STUDY IN MAS DAARUL
MUHSININ LABUHAN BATU)

ABSTRACT

The problem was the teacher did not use effective reading strategies in teaching reading comprehension. The aim of the research was to know the effect of Interactive Strategy on Students' Reading Comprehension. The research conducted by quantitative method and types of the research was experimental research. The population of the research was the on grade XI Students MAS Daarul Muhsinin Labuhan Batu. Further, the sample of the research included of 42. Then, they were divided to be two class as sample, one class was as experimental class and the other was as control class, each of class consist of 21 students.

In collecting the data, the researcher used the instrument of the research, multiple choice test namely, the tests of 25 items tests. However the hypothesis of research was "there was a significant effect of Interactive Strategy on XI grade Students' Reading Comprehension at MAS Daarul Muhsinin Labuhan Batu".

After calculating the data, the score Experimental class was higher than Control class, and from the calculation of to3,11 and ts 2,68, it means that, to is higher than ts (3,11> 2,68), so, there was a significant effect of Interactive Strategy on XI grade Students' Reading Comprehension at MAS Daarul Muhsinin Labuhan Batu". It means that the hypothesis of the research is accepted.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the most important media in communication. To make a communication, someone must have language skills, those are productive skills (speaking and writing) and receptive skills (listening and reading). All language skills are important for human in communication.

English is an international language. Almost countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, someone demands to explore effective techniques, method and approach.

Reading is one of most important skill in language learning besides listening speaking and writing. In reading, the students are expected to be able to get the knowledge and familiar with what the teacher has explained about the context. It means that in reading comprehension, the students are expected to have more skill to understand the text. So, it is useless if do not have reading competence because of reading competence involves the competence to find some information in reading text. As written in Holy Koran at Surah Al-Alaq verse 1-5 which says:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۞ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۞ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۞ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۞ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۞

The meaning:

Recite in the name of your lord who created(1).Created man from a clot of congealed blood(2). Recite and your lord is most generous(3).Who taught by the pen(4). Taught man what he did not know(5).[1]

As one of the basic language skill, reading has a very complex process, because students think that it is very difficult to learn. When the students are asked to get the main idea from their reading text, most students fail to find them. Therefore, those subjects make them boring and they always get bad score in reading comprehension. In this case, teacher should make variations and choose a suitable strategy in teaching reading in order to make the students interested.

Next, Allah is The All Merciful explains about education as source of knowledge at Surah Al-Baqarah, verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ۞

The meaning:

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[1] Abdul Yusuf Ali, *The Meaning of the Holy Quran in the English Language* (Al-Alami Publications: Beurit, 2001), p. 924.

And He taught Adam the nature of all things; then, he placed them before the angels, and said: "tell Me the names of these if you are right".[2]

Based on the writer's experience at the practical teaching (PPL), most students have less vocabulary, as a result they do not know the meaning of sentence, and they can not reach the idea for what the have been read. Finally most of them say "English subject is difficult", and it also can make them lazy to learn, so the process of teaching reading could not run well.

Further, Most of the students are passive in the class. This situation happened because the methodology or the strategy of teaching it was used not suitable. The teacher usually taught reading comprehension by translating the reading text. Therefore, the students always opened the dictionary when they wanted to find out the main idea of the reading text.

The problem of teaching is not only the teaching material, but also the strategy of teaching. The teaching process will not give a good result if the way of teaching was not suitable to the students' condition. Therefore, teaching strategy will make the teaching learning process run well. The teacher must know the

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[2] *Ibid.,* p. 7.

suitable strategy for the students to make the students more comfortable in the class especially in learning reading skill.

Teaching by using interactive reading strategy is not only inspires the students to raise question and answer, but also challenge for the students to enlarge their ideas or opinion to find out main idea. Therefore, this strategy is very interesting to discuss deeply to overcome students' problem in reading comprehension.

Interactive reading is a teaching strategy which can be used in building up students' motivation to raise some question and answer to find out the main ideas. This strategy involves all of students in classroom to be more active in teaching reading comprehension. Therefore, the students can express some ideas or opinion as in daily life by using English.

Based on the background above, researcher interested to study about "The Effect of Interactive Strategy on Students' Reading Comprehension (A Study in MAS Daarul Muhsinin Labuhan Batu).

B. Identification of the Problem

Based on the background the researcher has identified the problems. Many students get difficulties in learning English especially to comprehend reading. The problem was caused by they have less vocabulary, so that they did not know the meaning of what have been read, and it also can make them lazy to learn, so the process of teaching reading could not run well. The other factor is

teaching strategy which make the students do not comprehend in reading or the methodology or the strategy of teaching it was used not suitable.

C. Limitation of the Problem

To make this research clearly, here the researcher just focused on teaching strategy used in teaching reading comprehension, it is interactive strategy. Then, the researcher focused on reading text to get the main idea.

D. Formulation of the Problem

To make the problem clearer in this research, the writer formulated them as follows:

1. How was students' reading comprehension before teaching by interactive strategy?
2. How was students' reading comprehension after teaching by interactive strategy?
3. Was there the significant effect of using interactive strategy on students' reading comprehension?

E. Purpose of the Research

The purpose of this reseach can be stated as follow:

1. To know the result of students' reading comprehension before using interactive strategy.

2. To know the result of students' reading comprehension after using interactive strategy.

3. To know whether there was the effect of interactive strategy on students' reading comprehension significant or not.

F. Significances of the Research

The results of the study are important to those who teach reading comprehension to improve the knowledge about interactive strategy. The description of this strategy can give a better picture of the mental process in understanding the materials. Therefore, this study will be useful for:

1) The Headmaster, to make better concept with giving facilities in teaching English in the school.

2) The teacher, it will solve the student's problem of reading through using interactive strategy.

3) Next researchers, who like to develop the research related to this topic.

4) The researcher, who will become a teacher of English in the future.

5) The students, it will realize that the demand on reading is not only to enable to answer questions of the text and translate it as they usually do, but also to make them understand what the author specifically wants them to know about the subject.

G. Definition of the Operational Variables

To avoid miscommunication between writer and reader in the title of this study, researcher gave the definition of the problems from the background above. The definition of the problem as follows:

1. Interactive strategy

Interactive is allowing a continuous transfer of information in both direction between a computer and the person using it.[3] Then, Strategy is a plan that designed to achieve particular purpose. In other words strategy is a planning of something of carrying out a plan in a skillful way.[4]

Interactive strategy is a teaching strategy which can be used in building up student motivation to raise some question and answer to find out the main idea. This strategy involves all students in classroom to be more active in teaching reading comprehension.

2. Students' Reading Comprehension

Student is a person who studying at a university or college.[5] Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[6] Comprehension is the ability to understand, or an exercise that train the students to understand a language.[7]

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[3] A.S.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 621.

[4] *Ibid.,* p. 1336.

[5] *Ibid.,* p. 1187

[6] David Nunan, *Practical English Language Teaching* (New York: Mc. Grow Hill, 2003), p. 68.

[7] A.S.Hornby , *Op. Cit.,* p. 263.

Thus, Students' Reading comprehension means the ability to combining information based on the text with background knowledge to build meaning.

H. Outline of the Thesis

The sistematic of this research is devided into five chapters. Each chapter consists of many chapters with detail as follow:

In chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significances of the research, defenition of operational variable. This chapter talking about the problems that found in the field of research, the questions of research and the object of research.

Next, in chapter two, it consists of theoretical description, conceptual fremework, and hypotesis. In theoretical description consists of description of interactive strategy, description of reading comprehension. It is the contents of research, it is talking about theory of interactive strategy and theory of reading comprehension and the temporary asumsption of research.

Furthermore, in chapter three, it was consists of research metodology. This chapter talking about metodology that used by the writer, research design, the location and schedule of research, the total of population and sample, instrumentation, technique of collecting data, and last technique for data analysis.

Chapter four is result of the research or research findings which consists of teaching reading comprehension in pre test, teaching reading comprehension in post test, the hypothesis testing, discussion, and the threats of the research. This chapter talking about the result of the research.

Finally, chapter five contains conclusion, and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION, FRAME WORK, AND THE HYPHOTESIS

A. Theoretical Description

1. Description of Interactive Strategy

a. Interactive

"Interactive is allowing a continuous transfer of information in both direction between a computer and the person using it".[1] David Nunan states that, "The interactive models are the models that accepted as the most comprehensive description of the reading process". [2] This type combines elements of bottom-up and top-down models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. An interactive approach to reading would include aspects of both intensive and extensive reading instruction. Extensive reading provides opportunities to practice strategies introduced during intensive reading instruction.

Interactive models suggest that fluent reading comprehension depends on mastery of grammar and large vocabulary, and that needs to access lower-level skills, such as word recognition and knowledge of cohesive devices and syntax, in order to read with automatically. Interactive models

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[1] A.S.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 621.
[2] David Nunan, *Practical English Language Teaching* (New York: Mc. Grow Hill, 2003), p. 72.

of reading are proposed for second language learners to give balanced emphasis to these top-down and bottom-up process. In these models, the term interactive has three meanings, they are: "The first, the interaction between the reader and the text, second, the interplay between lower-and higher-level reading process (decoding and using prior knowledge), and the last, the relationship between form (text structure) and function (genre) in texts".[3]

So, interactive models is a form of reading in which not just looking at words on a page to understand the text, but rather to students' motivation to raise question and think about what the writers means, what is his purpose for writing.

b. Strategy

Strategy defined as an outline to achieve a specific purpose. Then, David Nunan states that, "Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives".[4] Then, A.S Hornby states, "Strategy derived from the word 'strategy' that means a plan that is intended to achieve a particular purpose or the process of planning something or carrying out a plan in a skillful way".[5]

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[3] J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (USA: Addison Wesley Publishing Company, 1996), p. 94-95.
[4] David Nunan, *Op. Cit.,* p. 77.
[5] A.S. Hornby, *Op. Cit.,* p. 1338.

Furthermore, Harmer explains:

Planning helps teacher because it allows to thing about where they are going and gives them time to have ideas for tomorrow's and next week's lessons. In the classroom, a plan helps to remind teachers what they intended to do especially if they get distracted or momentarily forget what they had intended. Finally, planning helps because it gives students confidence, they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have.[6]

Richards stated that, "Lesson plans help the teacher think about the lessoning advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught".[7] Daily lesson planning can benefit English teachers in the following ways:

1. A plan can help the teacher think about content, materials, sequencing, timing, and activities.

2. A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of classroom.

3. A plan is a log of what has been taught.

4. A plan can help a substitute to smoothly take over a class when the teacher cannot teach.

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[6] Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 2001), p. 121.
[7] Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching* (USA: Combridge University Press, 2004), p. 31.

From explanation above, daily lesson planning benefit students because it takes into account the different backgrounds, learning style, and abilities of the students in one class.

Morever, Ellis in Nunan states:

Strategy can be categories under three board process types: hypothesis formation, hypothesis testing, and automatisation. Hypothesis formation includes such strategies as simplification and inferencing, and refers to strategies where by learners come to conclusion about the structure of the target language based on samples of the language, or transferring from knowledge of one's first language. Hypothesis testing refers to strategies such as trying out rules when communicating with a native speaker and monitoring the speaker's reaction to evaluate whether or not the rule seems to work. Automatisation includes strategies for practicing the language.[8]

As mentioned above, the writer concludes that strategy is a plan of teacher in design learning process in achieving learning purpose. The strategy must be done depends on approach that used and how to operate the strategy teachers may use some technique that relevant to the method, and the last, in using the technique may be different from a teacher with another.

Next, interactive strategy is a teaching strategy which can be used in building up student motivation to raise some question and answer to find out the main idea. This strategy involves all students in classroom to be more active in teaching reading comprehension.

Then, accirding to A.Harris, there are actually two important aspects of reading. When it is a mental process, the discussion will focus on what

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[8] David Nunan, *Language Teaching Methodology* (Sydney: Macquarie University Longman, 1998), p. 168-169.

happens in the brain when reading occurs. For instance, a schema theory may be applied to understand the text. It may start from the bottom to the top of the scheme structures.[9] The word *dog,* for instance, may be interpreted from the bottom (an animal) to top (a pedigree). Or the process may be reverse. The *dog* may be seen as a special animal (a pedigree) going down to the word animal (generic term). When these to processes occur, there is an interaction between the readers and the text thus calling it an interactive reading.

c. Characteristics and Principles of Interactive Strategy

There are many characteristic of interactive reading. According to A.Harris the characteristics of the interactive reading as follows:

1) The process of bottom-up and top-down occurs simultaneously.

2) The readers use their linguistic input and knowledge of the world simultaneously. [10]

So, from the characteristic of the interactive reading the students know the process of bottom-up and top-down occurs simultaneously, and use their linguistic input and knowledge of the world simultaneously.

According to Brown, there are some principles for designing interactive reading techniques, they are:

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[9] A.J. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p.12.

[10]*Ibid.,* p.13.

1) In an interactive curriculum, make sure that teacher do not over look the importance of specific instruction in reading skills.
In reality, there are much to be gained by teacher focusing on reading skills.

2) Techniques should be intrinsically motivating.
One very popular and intrinsically motivating approach to reading instruction is called the language experience approach (LEA).

3) Techniques should utilize authentic language and context.

4) Encourage the development of reading strategies.

5) Include both bottom-up and top-down techniques.

6) Consider subdividing the techniques into pre-reading, during reading, and after reading phrase.

7) Build in some evaluative aspect to the technique.[11]

Then, "Interactive reading and a process approach to writing are highly strategic approaches to reading and writing in a second or foreign language".[12] The interactive reading should be regarded as either the intensive or extensive reading except that the mental process is different. It implies that in the interactive reading, the readers or students try to understand the text by asking as many questions as possible to get the general idea. The pre-reading activity is an approach to start the questions.

2. Description of Reading Comprehension

a. Reading Comprehension

Talking about reading David Nunan states, "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning".[13] And the goal of reading is

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[11]H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Englewood Cliffs, NJ: Prentice Hall Regents, 1994), p. 298-300.

[12] Anna Uhl Chamot, et. al, *The Learning Strategies Handbook* (USA: Addison Wesley Longman, 1991), p. 109.

[13] David Nunan, *Op. Cit.,* p. 68.

comprehension. In addition reading is a process negotiating meaning, the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction. Then, Finochiaro and Bonomo said in Tarigan "Reading is bringing meaning to and getting meaning from printed or written material".[14] Windowson stated in Hedge," Reading can be seen as a kind of a dialogue between the reader and the text, or even between the reader and the author".[15]

Further, Otto states that "Reading is not just saying the words. Reading must always be a meaning getting process".[16] Reading is the meaningful interpretation of written or printed verbal symbol. It can apply also to the interpretation of mathematical symbols, usical notation, codes, and other symbolic system. Reading is extension of oral communication and builds upon listening and speaking skills.

So, it can be concluded that reading is interactive process between the reader and text, to getting meaning.

Next, "Comprehension is the ability to understand, or an exercise that train the students to understand a language".[17] Then, Otto states

[14]Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Aksara, 2005), p. 8.

[15]Tricia Hedge, *Teaching and Learning in the Language Classroom* (Hongkong: Oxford University Press, 2000), p. 188.

[16]Wayne Otto, et all, *How to Teach Reading* (USA: Addison-wesley Publishing Company, 1979), p. 147.

[17]A.S.Hornby, *Op. Cit.,* p. 263.

"Comprehension is a multiplication affected by various skills".[18] So comprehension is the ability to understand written and spoken language.

Talking about Reading comprehension, "Reading comprehension it is interaction between thought and language. Bases evaluation of success in comprehension on the extent to which the reader's reconstructed message agree with the writer's intended message".[19] Reading comprehension suggests that separate skills task can be identified which, when used singly or in concert, lead to understanding of passage. To comprehend written material, readers must use a variety of skills. For example, readers must be able to draw conclusions, identify main ideas, and recognize details from the selection.

Smith in Otto suggested that reading comprehension may be divided into four categories, they are:

1) Literal comprehensions: getting the direct meaning that has been explicitly stated
2) Interpretation: identifying ideas not explicitly stated
3) Critical reading: evaluating what is read
4) Creative reading: applying ideas read to new situation.[20]

From that statement above the researcher concluded that reading comprehension can be devided into four categoris, they are: literal comprehension, interpretation, critical reading, creative reading, that is can make the students interest to comprehend their reading.

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[18]Wayne Otto, *Op. Cit.,* p. 241.
[19] *Ibid.*, p. 151
[20] *Ibid.*, p. 152.

Smith and Barrelt in Otto have divided reading comprehension according to the kind of the response required by the reader. A different approach to identifying manageable elements of reading comprehension is to base levels of comprehension on the unit of comprehension as well as on the response required by the reader. [21]

Further, Carver in Otto suggests four levels of comprehension:

 The first level is the word level. Before one can understand a complete sentence, one must know the meaning of at least most of the words in the sentence, as they are used in that sentence.
The second level is the sentence. The reader must combine the words in the sentence and understand what the whole sentence means. The process of combining is not simply additive. Fluent readers do not read or comprehend one word at time, in a linier fashion, and then add up the meanings. Furthermore, the meaning of a particular sentence, as with a particular word, depend in part on the meanings of the sentences that surround it.
The third level involved the unit of the paragraph. Readers comprehend the words and sentences in a paragraph and also develop an understanding of the meaning of the paragraph itself. This third level of reading comprehension, like the other levels, does not involve just one skill. In comprehending a paragraph a reader may identify the main idea, draw an inference, or use the information in the paragraph to determine cause and effect.
The fourth level of comprehension contains a large element of reasoning. Reasoning resembles the critical and creative levels of reading comprehension. This level associated with no particular unit and may involve thinking activities which are not at all associated with literal, implied, or tangential meanings of the prose.[22]

In order for analysis of reading comprehension that uses the unit of word, sentence, and paragraph to be useful for instructional purposes, specific subs skills within these levels of comprehension must be identified.

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[21] *Ibid.,* p. 154.
[22] *Ibid.,* p.154-156.

Comprehending words does not just involve a unitary skill. Different kinds of words and different kinds of relationships among the words in a sentence will call for varying word comprehension skill.

In teaching reading comprehension, it is needed to design task that correspond to all of these purposes and processes in reading. Propose that activities design to check comprehension relate to both the content of the passage and its discourse structure, or organization. To improve reading comprehension, teacher must:

1) Provide a choice of reading selections.
2) Ensure that students are reading texts of optimal difficulty which challenge but do not discourage them.
3) Encourage rereading of texts.
4) Allow students to discuss what they read with others to encourage social negotiation of meaning. [23]

d. Principles in Teaching Reading Comprehension

There are some principles in teaching reading comprehension. According to Harmer, the principles in teaching reading are:

1) Reading is not passive skill.
   Reading is an in credibly active occupation. To do it success fully, we have to understand what the word mean.
2) Students need to be engaged with what they are reading.
   Students who are not engaged with the reading text not actively interested in what they are doing are less likely to benefit from it.
3) Students should be encouraged to respond to the content of a reading text, not just to the language.
   It is important to study reading text for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.

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[23] Alice Omaggio Hadley, *Teaching Language in Context* (USA: Heinle &Heinle, 2001), p. 205.

4) Prediction is a major factor in reading.
   When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.
5) Match the task to the topic.
   We could give students Hamlet's soliloquy 'to be or not to be' and ask them to say how many times the infinitive is used, we could give them a restaurant menu and ask them to list the ingredients alphabetically.
6) Good teachers exploit reading texts to the full.
   Reading text is full of sentences, words, ideas, descriptions etc. it does not make sense just to get students to read it and then drop it to move on to some time thing else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.[24]

From that statement above the researcher concluded that there are many principles in teaching reading, they are: reading is not a passive skill, students need to be enganged while they are reading, students need to be enganged whit the content of a text, not just its language, prediction is a major factor in reading, the task needs to be matched to the topic, and good teachers exploit reading texts to the full. And then the teacher must be capable in teaching reading.

Next, David Nunan stated that there many principles in teaching reading comprehension, they are:

1. Exploit the reader's background knowledge
   A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences,

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[24] Jeremy Harmer, *Op. Cit.,* p. 70-71.

educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

2. Build a strong vocabulary base

   It is easier for the reader of academic texts to cope with special terminology than with general vocabulary. They stress the great need for a teaching program that builds general, basic vocabulary.

3. Teach for comprehension

   In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than in teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

4. Work on increasing reading rate

   One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting, and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing the content of the reading, and nor focusing on moving through the passage one word at a time.

5. Teach reading strategies

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

6. Encourage reader to transform strategies into skills

   Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading.

7. Build assessment and evaluation in teaching

8. Strive for continuous improvement as a reading teacher.[25]

From that statement above the researcher concluded that there are many principles in teaching reading comprehension, they are: exploit the reader's background knowledge, build a strong vocabulary base, teach for

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[25] David Nunan, *Op.Cit.,* p. 74.

comprehension, work on increasing reading rate, teach reading strategies, encourage reader to transform strategies into skills, build assessment and evaluation in teaching, strive for continuous improvement as a reading teacher. And then the teacher must be capable in teaching reading comprehension, to make the students interest to comprehend reading text.

B. Review of Related Findings

Talking about related findings, the researcher found some researches done by some persons, Rahmayanti in "The Effect of Teaching by Using Interactive Reading Strategy on Students' Achievement to Find Out the Main Ideas at SMA Swa Bina Karya Medan", the concluding of his research was, there was a significant effect to students' achivement in teaching by using interactive reading strategy on students' achievement to find out the main ideas .[26]

Next, Nur Hidayati "Improving Students' Reading Comprehension Through Interactive Reading Model for the Tenth Grade of SMAN 1 Gerung in the School Year 2011-2012". The concluding of her research was the students' reading comprehension through interactive Reading Model is able to improve.[27]

If the researchers mentioned above research about teaching by using interactive reading strategy on students' achievement to find out main ideas, and

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[26] Rahmayanti, The Effect of Teaching by Using Interactive Reading Strategy on Students' Achievement to Find Out the Main Ideas (Medan: UNIMED, 2008).

[27] Nur Hidayati, Improving Students' Reading Comprehension Through Interactive Reading Model for the Tenth Grade of SMAN 1 Gerung in the School Year 2011-2012, http://digilib.uns.ac.id/pengguna.php?mn=detail&d_id=13820, Retrieved on Sunday 13 maret, 2012.

teaching reading comprehension by using interactive reading model. In this research the researcher is interested to do research about using interactive strategy but in students' reading comprehension.

C. Conceptual Framework

Getting some information from reading text is one of students' problem which have to overcome by the teacher. Many students always feel this subject is very difficult to do. So, the score of their reading is very low. Therefore, to solve this problem, the teacher must use a new strategy which can attract the student attention on teaching reading comprehension.

Teaching interactive strategy can help the students to increase their ability in reading comprehension through this strategy, the students can be motivated to more active in the class. This strategy will overcome students' difficulties in getting some interesting message or information of reading text and also give the teacher easily to prepare the material and comprehensive in their teaching reading comprehension.

D. Hypothesis

In quantitative studies, hypothesis are predictions the researcher holds about the relationship among variables.[28] These hypotheses are predictions about the outcomes of the results and they may be written as alternative hypothesis

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[28] John W.Creswell, *Research   Design: Qualitative, Quantitative and Mixed Methods Approaches-second edition* (United State of America: Sage Publications, Inc, 2003), p. 108.

specifying the exact result to be expected (more, less, higher or lower of something).

Iqbal Hasan stated that: "Hipotesis adalah pernyataan atau dugaan yang bersifat sementara terhadap suatu masalah penelitian yang kebenaranya masih lemah sehingga harus diuji secara empiris".[29]

In other word, hypothesis are predictions or assumptions for a temporary in a problem that the truth must be tested empirically. Reasearcher has the hypothesis of this study that "there is a significant effect of interactive strategy on students reading comprehension in MAS Daarul Muhsinin Labuhan Batu".

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[29] Iqbal Hasan, *Analisis Data Penelitian dengan Statistik* (Jakarta: PT Bumi Aksara, 2008), p. 31.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Location and Schedule of Research

The location of research the researcher was taken at MAS Daarul Muhsinin Labuhan Batu. The researcher chose this school as the location of research because the researcher graduated from this school and this title had not been researched yet there. The process of research was held from January 2012 up to May 2012.

B. Research Design

The researcher used experimental method in doing this research. L.R. Gay and Peter Airasian say "The experiment research controls the independent variable in fact, the experimental is the quantitative approach that provides the greatest degree of control over the research procedures. Experimental research is the only type of research that can test hypothesis to establish cause and effect"[1]

From the quotation above, the researcher concluded that the experimental research is a kind of research which has aim to know causal effect relationship between one variable or more to other variables. The experimental research controls the selection of participant for the study and divides the select

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[1] L.R. Gay and Peter Airaslan, *Educational Research* (USA: Merril, 2000) p. 367.

participant in to more groups having similar characteristics at the start of experimental

It meant that to collect the data, two classes were used. They were experiment and control class. The experiment class was the class that taught with interactive strategy, while the control class was the class that taught with conventional strategy. The design could been figured as the following:

Table 1

Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	X	√

C. Population and Sample

1. Population

Suharsimi Arikunto said that, "populasi adalah keseluruhan subjek penelitian".[2] Population is all of the subject element in a study. The population of this study is the second year-students of MAS Daarul Muhsinin Labuhan Batu, that consists of three classes of the second year students with the total number of 105 students, as shown in table below:

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[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), p. 130.

Table 2

Population of research

No	Class	Number of Students
1	XI IPA 1	42 students
2	XI IPA 2	31 students
3	XI IPS 3	32 students
Total Number		105students

2. Sample

Sample is presentative whole of population. According to Suharsimi: "…….. apabila subjeknya kurang dari 100, lebih baik diambil semua, sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika jumlah subjeknya lebih besar dapat diambil antara 10-15% atau 20-25% atau lebih".[3] In other word if the population consists of large number, the sample could been taken from 10-15% or 20-25% or more.

In this research, researcher took 40% from the total number of population. Amount of sample is as below:

S = 40% x Population

S = 40% x 105

= 42 students

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[3] *Ibid.,* p. 134.

In this research, the researcher had decided one class as sample. In the selecting the sample the researcher used cluster sampling. Then, Babbie said in Creswell, "Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population"[4]. Cluster sampling randomly selects groups, not individuals. And then the researcher selected the sample used cluster sampling. Because 42 students were chosen as sample, the researcher chose class XI IPA 1 as the sampel because they had 42 students, where 21 students were from XI IPA 1 as the experimental class and other 21 students were from XI IPA 1 as the control class.

One class divided to two classes, one class as experimental class and the ather was as control class. It can be seen from the table below:

Table 3

Sample of Research

Experimental Class XI IPA 1	Control Class XI IPA 1
21 Students	21 Students

D. Instrumentation of Research

The research instrument was an important role to collect the data. This research used administrating a test, test is some of questions or views and other tools which were used to measure skill, knowledge, and intelligence ability. The

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[4] John W.Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches-second edition* (United State of America: Sage Publications, Inc, 2003), p. 157.

students are asked to answer the entire question, that was multiple choice test. These test type could been scored objectively and could been measured learning out come directly. In this research, the test consisted of 25 questions with 4 options to prepare the students reading comprehension. The test gave to both classes. To find out the scores of the students answer, the researcher gave 4 score for each item. Thus, the maximum score of the test is 100.

Further, reading comprehension was a skill which should be mastered by students to read the text. There the indicators of reading comprehension were:

Table 4

Indicator of Reading Comprehension

No	Reading Comprehension	Total Test	Number of Test	Score
1	The topic sentence	12	1-12	48
2	The Summary Sentences	6	13-18	24
3	The Main Idea	7	19-25	28
	Total	25	25	100

From the above indicator, the researcher gave the reading test like pre-test and post-test to the students. The experimental class and the control class were given some materials, which consisted of communication aspects that would be taught by interactive strategy and the control class was taught by the conventional strategy.

E. Validity of the Test

The validity of a test the extent to which the test measures what was intended to measure. For the establishment of the test validity in this study, the items of the test were constructed in such a way that the items were representative to both curriculum and cognitive aspect. It meant that the validity was used in this study was content validity. It concerned with how well the test measures the subject matter and learning outcomes covered during the instruction period.

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. [5]

Examination of validity done by comparing r_{count} with r_{table} of product moment. With criterion of r_{count}> r_{table} test classified was valid.

In order to found out the validity of the test the researcher used the formula of product moment as below:

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[5] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2005), p. 72.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N.\sum x^2 - (\sum x)^2][N.\sum y^2 - (\sum y)^2]}}$$

$$= \frac{21 \cdot 303 - (12)(376)}{\sqrt{(21 \cdot 12 - 12^2)(21 \cdot 9396 - 376^2)}}$$

$$= \frac{6363 - 4512}{\sqrt{(108)(55940)}}$$

$$= \frac{1851}{\sqrt{6041520}}$$

$$= \frac{1851}{2457,95} = 0,753 \text{ valid}$$

The result of testing the validity was 0,753. It means that the validity of the test is very high.

F. Procedures of Research

In completing the data, the next step of this research was collecting the data. The function of data collecting was to determine the result of the research. In collecting data, the researcher used some steps. They were:

1. Pre test

The pre test was conducted to find out the homogeneity of the sample. The function of the pre test was to find the main scores of the interactive strategy class and conventional class before the research gave treatment. In this case, the researcher had some procedures, there were:

a. The researcher prepared the test 25 item.

b. The researcher distributed the paper of test to students of experimental class and control class.

c. The researcher explained what the students to do.

d. Giving time.

e. The students answered the question.

f. Collected their paper test to researcher.

g. The researcher checked the answer of students and found the mean score of using interactive strategy and conventional strategy.

2. Treatment

After giving the pre test, the students gave the treatment. The experimental class received the treatment taught by interactive strategy, while the control class taught by conventional strategy.

3. Post test

After giving treatment the researcher conducted a post test which the same test with the pre test, and had been conducted in the previous of the research. This post test was the final test in the research especially measuring the treatment, whether was significant or not. After conducting the post test the researcher analyzed the data. And the researcher found out the effect of using interactive strategy in experimental class. The researcher has procedure there were:

a. The researcher prepared the test 25 item.

b. The researcher distributed the paper of test to students of experimental

class and control class.

c. The researcher explained what the students to do.

d. Giving time.

e. The students answered the question.

f. Collected their paper test to researcher.

g. The researcher checked the answer of students and found the mean score of

using interactive strategy and conventional strategy.

G. Technique of Data Analysis

To know the difference between the two classes, the researcher used t-test

as formula below:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\Sigma X_1 + \Sigma X_2{}^2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

Where :   T   : The value which the statistical significance

M1 : The average score of the experimental class.

M2 : The average score of the control class.

X1² : Deviation of the experimental class.

X2² : Deviation of the control class.

n1   : Number of experimental.

n2   : Number of control.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

The description of data was done by calculating the data of pre- test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

1. Students' Reading Comprehension in Pre test

a) Pre-test Experimental Class

In pre-test in experimental class, the researcher calculated the result that got by the students in answering the question (test) at the experimental class. The scores of pre-test experimental class could been seen in the following table:

Table 5

The Score of Pre-Test Experimental Class

No	Students' Initial Names	Pre- test
1	AFR	62
2	AME	70
3	AIS	66
4	BEN	74
5	BER	66
6	DEA	80
7	DEA	68
8	DES	66
9	ELS	76
10	FAT	72

11	FIT	70
12	HAS	76
13	HEN	66
14	MEL	62
15	MIR	68
16	NEL	70
17	NID	74
18	NOP	60
19	OMR	78
20	RIN	72
21	RIS	60
Total		1458
Mean		69,69
Mode		66
Median		70
Min.score		60
Max.score		80

Based on the table above the total of score in experimental class was 1458, mean was 69,69, mode was 66, median was 70. The researcher got the highest score was 80, and the lowest score was 60. Next, the calculation of how to get it could been seen in the appendix V. Then, the computed of the frequency distribution of the student's score of group could been applied in to table frequency distribution as follows:

Table 6

The Frequency Distribution of Students' Scores

No	Interval	Median	Frequency	Percentages
1	60 – 63	61,5	4	19%
2	64 – 67	65,5	4	19%
3	68 – 71	69,5	5	24%
4	72 – 75	73,5	3	15%
5	76 - 80	77,5	5	24%
	Total		21	100%

Based on the table above, it can be drawn at histogram as below:
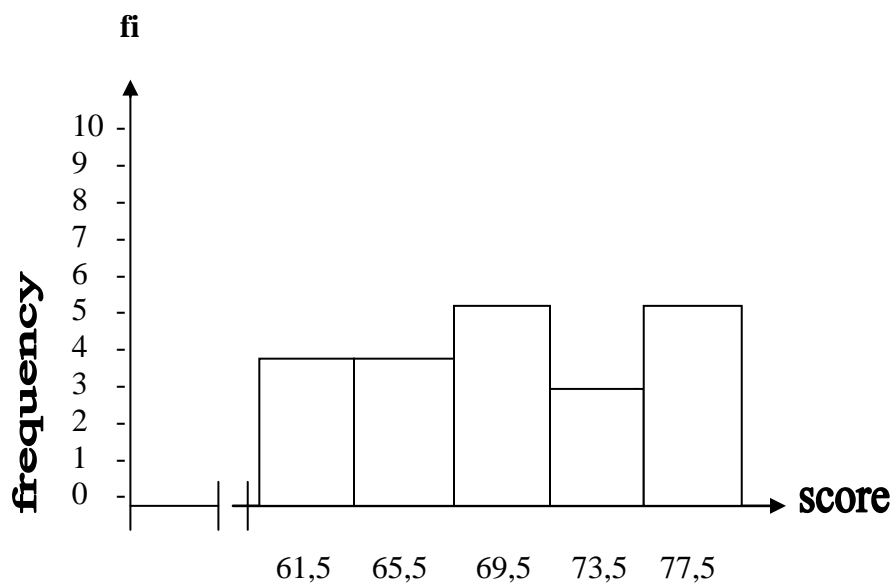
Picture 1: Histogram of students' score of pre-test experimental class.

From the histogram above, it could been seen that more students get 69,5 and 77,5 it is 24%.

b) Pre-test Control Class

In pre-test in control class, the researecher calculated the result that got by the students in answering the question (test) at the pre-test control class. The scores of pre-test control class could been seen in the following table:

Table 7

The Score of Pre-Test Control Class

No	Students' Initial Names	Pre-test
1	ADE	70
2	AFR	62
3	CAN	60
4	DEN	72
5	ELI	66
6	FEB	60
7	FIR	68
8	FRA	70
9	HAN	78
10	HER	76
11	HIN	74
12	IFA	72
13	KAR	70
14	LIA	68
15	LIS	66
16	MAR	64
17	MIL	68
18	MEN	78
19	MEI	76
20	NUR	78
21	SAL	76
Total		1472
Mean		70,74
Mode		78
Median		72
Min.score		60
Max.score		78

Based on the table above the total of score in pre-test control class was 1472, mean was 70,74, mode was 78, median was 72. The researcher got the highest score was 78, and the lowest score was 60. Next, the calculation of how to get it could been seen in the appendix V. Then, the computed of the frequency distribution of the student's score of class could been applied in to table frequency distribution as follows:

Table 8
The Frequency Distribution of Students' Scores

No	Interval	Median	Frequency	Percentages
1	60 – 63	61,5	3	14%
2	64 – 67	65,5	3	14%
3	68 – 71	69,5	6	29%
4	72 – 75	73,5	3	14%
5	76 - 80	77,5	6	29%
	Total		21	100%

Based on the table above, it could been drawn at histogram as below:
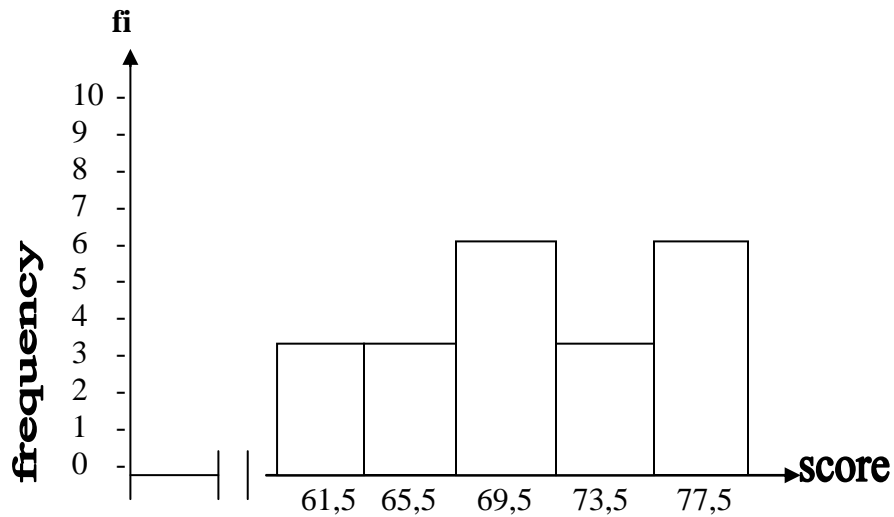
Picture 2: Histogram of students' score of pre-test control class

From the histogram above, it can be seen that more students get 69,5 and 77,5 it is 29%.

The students' reading comprehension before using interactive strategy categorized enough, it could been seen from the score of pre- test, they got 60-80, and the total score of experimental class was lower than control class.

2. Students' Reading Comprehension in Post test

a) The post- test experimental class

In post-test in experimental class, the researcher calculated the result that got by the students in answering the question (test) at the experimental class. The scores of post-test experimental class could been seen in the following table:

Table 9

The score post- test of experimental class

No	Students' Initial Names	Post-test
1	AFR	70
2	AME	78
3	AIS	76
4	BEN	80
5	BER	72
6	DEA	90
7	DEA	74
8	DES	72
9	ELS	78
10	FAT	78
11	FIT	76
12	HAS	80
13	HEN	70
14	MEL	66
15	MIR	74
16	NEL	76
17	NID	78
18	NOP	68
19	OMR	84
20	RIN	76
21	RIS	66
	Total	1582
	Mean	75,38
	Mode	78
	Median	77
	Min. Score	66
	Max. Score	90

Based on the table above the sum of score in experimental class was
1582, mean was 75,38 mode was 78, median was 77. The researcher got the
highest score was 90, and the lowest score was 66. Next, the calculation of
how to get it could been seen in the appendix V. Then, the computed of the

frequency distribution of the student's score of class can be applied in to

table frequency distribution as follows:

Table 10

The frequency distribution of students' scores

No	Interval	Median	Frequency	Percentages
1	66-70	68	5	24%
2	71-75	73	4	18%
3	76-80	78	10	48%
4	81-85	83	1	5%
5	86-90	88	1	5%
	Total		21	100%

Based on the table above, it could been drawn at histogram as below:
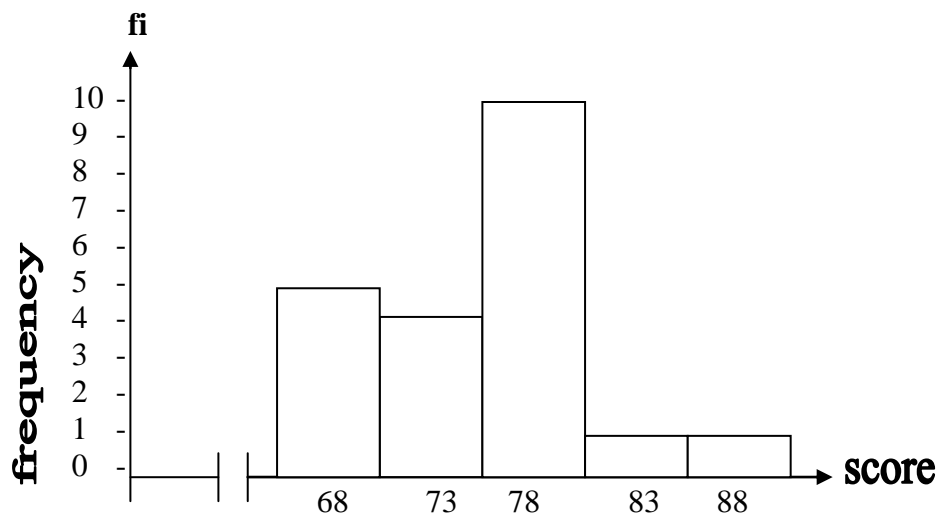
Picture 3: Histogram of students' score of Experimental class

From the histogram above, it could been seen that more students get

78 it is 48%.

b) The Post-test of Control Class

In post-test in control class, the researcher calculated the result that got

by the students in answering the question (test) at the post-test control class.

The scores of post-test control class could been seen in the following table:

Table 11

The Score Post-test of Control Class

No	Students' Initial Names	Post- test
1	ADE	72
2	AFR	64
3	CAN	60
4	DEN	70
5	ELI	68
6	FEB	68
7	FIR	70
8	FRA	70
9	HAN	76
10	HER	78
11	HIN	74
12	IFA	78
13	KAR	72
14	LIA	66
15	LIS	68
16	MAR	64
17	MIL	68
18	MEN	78
19	MEI	78
20	NUR	80
21	SAL	80
Total		1502
Mean		71,78
Mode		78
Median		74
Min. Score		60
Max. Score		80

Based on the table above the sum of score in experimental class was 1502, mean was 71,78, mode was 78, median was 74. The researcher got the highest score was 80 and the lowest score was 60. Next, the calculation of how to get it could been seen in the appendix V. Then, the computed of the frequency distribution of the students' score of class of control can be applied in to table frequency distribution as follows:

Table 12

The frequency distribution of students' scores

No	Interval	Median	Frequency	Percentages
1	60 – 63	61,5	1	4%
2	64 – 67	65,5	3	14%
3	68 – 71	69,5	7	34%
4	72 – 75	73,5	3	14%
5	76 - 80	77,5	7	34%
	Total		21	100%

Based on the table above, it could been drawn at histogram as below:
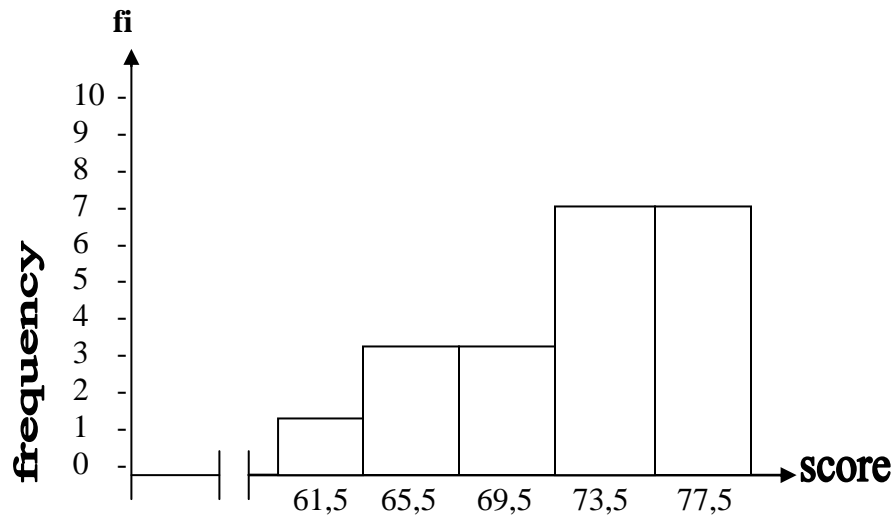
Picture 4: Histogram of students' score of control class

From the histogram above, it could been seen that the more score was 73,5 and 77,5. And the total mean score of experimental class was bigger than control class (78 >77,5). It could been said that the experimental class was better that control class.

B. Hypothesis Testing

The hypothesis of research was "there was a significant effect of using interactive strategy on students' reading comprehension". The data would be analyzed to prove hypothesis by using formula of T-test. The steps were as follow:

1. The first step to found average score each class.

    a. The average score of experimental class.

    $$M_1 = \frac{Y_1^2}{Y_1}$$

    $$= \frac{824}{124}$$

    $$= 6,64$$

    b. The average score of control class

    $$M_1 = \frac{Y_2^2}{Y_2}$$

    $$= \frac{164}{36}$$

    $$= 4,55$$

2. The second step to found deviation score each class

    a. The deviation score of experimental class

    $$\Sigma_{X1} = \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1}$$

    $$= 824 - \frac{(124)^2}{21}$$

    $$= 824 - \frac{15376}{21}$$

    $$= 824 - 732,2$$

    $$= 91,8$$

45

b. The deviation score of control class

$$\Sigma_{X2} = \Sigma Y_2{}^2 - \frac{(\Sigma Y_2)^2}{n_2}$$

$$= 164 - \frac{(36)^2}{21}$$

$$= 164 - \frac{1296}{21}$$

$$= 164 - 61{,}71$$

$$= 102{,}3$$

3. The third step used the formulate of T- test

Table 13

List of Score

No	Symbol	Score
1.	M_1	6,64
2.	M_2	4,55
3.	ΣX_{1^2}	91,8
4.	ΣX_2	102,3
5.	n_1	21
6.	n_2	21

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\Sigma X_1 + \Sigma X_2^{\,2}}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

$$= \frac{6,64 - 4,55}{\sqrt{\left(\dfrac{91,8 + 102,3}{21 + 21 - 2}\right)\left(\dfrac{1}{21} + \dfrac{1}{21}\right)}}$$

$$= \frac{2,09}{\sqrt{\left(\dfrac{194,1}{40}\right)\left(\dfrac{2}{21}\right)}}$$

$$= \frac{2,09}{\sqrt{4,85\left(\dfrac{2}{21}\right)}}$$

$$= \frac{2,09}{\sqrt{\dfrac{9,7}{21}}}$$

$$= \frac{2,09}{\sqrt{0,46}}$$

$$= \frac{2,09}{0,67}$$

$t_0 = 3{,}11$

$t_s = 5\% = 2{,}68$

$\ 1\% = 2{,}42$

$df = (n_1 + n_2 - 2)$

$\ (21` + 21 - 2) = 40$

Thus, the score of class using interactive strategy was better than class without using interactive strategy. The result of the group using interactive strategy (post-test of experiment class) was (1582) and the result of the class without using interactive strategy (pre-test of control class) was (1472) so 1582>1472. The obtained statistical result t_0 was 3,11 and the degree of freedom (df) = 40. The result of ts significant 0,05 = 2,68 and t_t 0,01 = 2,42 to = 3,11 So to>tt or 3,11>2,68>2,42. It meant, the from the calculation about, it was concluded that the result of experimental was significant, next using interactive strategy had significant effect to improve students' reading comprehension at grade XI MAS Daarul Muhsinin Labuhan Batu. So, the hypothesis was accepted.

Next, to know the categorize how far the effect of interactive strategy on stodeants' reading comprehension, it would been interpreted from the table below:

Table 14

The Table coefficient Effect of interpretation

Coefficient interval	Effect level
0,00 - 0,20	Very low
0,20 – 0,40	Low
0,40 – 0,70	Enough
0,70 – 0,90	High
0,90 – 1,00	Very high

To know the effect of interactive strategy on students' reading comprehension. Next, the result of it interpreted to above table, $3,11 - 2,68 = 0,43$. The effect of interactive strategy on students' reading comprehension at grade XI categorized into enough.

Concerning the result t- test above, it shown that interactive strategy can improve students' reading comprehension. It concluded the hypothesis of this study was accepted.

C. Discussion

In this rant, the researcher discussed what she found in related theories or findings. First, in the Rahmayanti's thesis entitled "The Effect of Teaching by Using Interactive Reading Strategy on Students' Achievement to Find Out the Main Ideas at SMA Swa Bina Karya Medan". She proved that there was effect of Teaching by Using Interactive Reading Strategy to students' Achievement to Find Out the Main Ideas.

Further, Rahmayanti says "Reading comprehension retention can be increased through Interactive reading".[1] It meant learning by Interactive Reading Strategy can increase the students' achievement to find the main idea. So, she also proved was with Rahmayanti's findings, that learning by interactive Reading strategy could increase the students' Achievement to Find Out the Main Ideas.

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[1] Rahmayanti, The Effect of Teaching by Using Interactive Reading Strategy on Students' Achievement to Find Out the Main Ideas (Medan: UNIMED, 2008).

Further, the writer had also found the students' reading comprehension before using interactive strategy is low than students' reading comprehension after using interactive strategy. It could been seen from last score of the calculation above indicated $t_0 > t_s$ (3,11 > 2,68) so, the hypothesis was accepted. Finally, there was a significant effect of using interactive strategy on students' reading comprehension.

Thus, it could been stated that using interactive strategy could increase the students' reading comprehension.

D. Threaths of the Research

The researcher as former in doing the research has many weaknesses. It was caused by many aspects. In this case the researcher stated many researchers' limited, they were:

1. As the former, the researcher had the lack of knowledge.
2. The processing of data, may be had simple one, so that is why the result was not good as the expert done, and far from being the perfect, because of the limit of the writer.
3. The students needed more time for working pre-test and post-test. And they were shy to do instruction from the writer.
4. The limited of English books.
5. The limited of the instrument of research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter of the effect of interactive strategy on students' reading comprehension, shown the significant effect. Based on the result of data analysis that has describes in the previous chapter, the researcher concludes as follow:

1. The students' reading comprehension before using interactive strategy categorized low, it can be seen from the mean score of pre- test control class was 70,33 and the mean score of pre-test experimental class was 69,97.
2. The students' reading comprehension after using interactive strategy is better. It can be seen from the mean score of post- test control class was 71,21 and the mean score of post-test experimental class was 75,38, the total score of post-test is bigger than pre-test.
3. Based on the hypothesis in this research there was the significant effect on students' reading comprehension by using interactive strategy.

B. Suggestion

Based on the conclusion and implication of thus research that had mentioned above. The researcher wanted to gave some suggestion as follows;

1. For all students were hoped to be more active in next teaching and learning especially in using interactive strategy to build up students' reading comprehension.

2. It was advisable for the English teacher to increase the student's competence and also it was suggested to the student to study in their house and order to practice the ability of reading.

3. To English teachers were hoped that in English teaching learning process should use English to explain or to teach English subject to the students surrounding school area.

4. The students of English section at STAIN Padangsidimpuan should had to do practice in English as much with their classmate or maybe with their English teacher.

5. To English lecturers at STAIN Padangsidimpuan should active in using English when the learning process.

6. To the chief of the English section at STAIN Padangsidimpuan to repair the curriculum of English subject better.

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Appendix I

INSTRUMENT PRE TEST

Name :
Class :

Instruction: Choose the right answer.

TOPIC SENTANCE

1) Changes in population are caused by births, deaths and movement of people into an out of a country. The numbers of children born, called fertility, increase population. A natural increase in the population of country comes from a greater number of births than deaths. The number of death, called mortality, decreases population. Migration the number of people entering or leaving a country can cause either an increase or decrease in population. Some people immigrate to another country because of economic and political reasons.
What is the topic sentence of the paragraph?
a. Country
b. Decrease population
c. Changes in population
d. Migration

2) A natural disaster, for example a great flood, a big fire, or earthquake, is terrible accident. It usually causes great suffering and loss of large sum of money. The casualties are injured or dead. Some people become homeless and needed medical care.
What is the topic sentence of the paragraph?
a. A natural disaster
b. Earthquake
c. Homeless
d. Medical care

3) Magma also usually contains crystals of minerals that are forming in it. when magma is very hot, the crystals are dissolved in it, just as sugar dissolves in boiling water. When magma reaches the earth's surface, it cools and freezes into a solid rock. Magma that has come out on to the surface is called lava.
The topic sentence of the paragraph is?
a. Lava
b. Crystals
c. Magma
d. Rock

4) Our cultural diversity has resulted in many different styles of dress, food and housing. In large cities, most men wear Western style clothes when they go out, while villagers may a sarong at home. Young girls in big cities like Western style clothing, but clothing, but country girls generally wear tradition called kain kebaya.

What is the topic sentence of the paragraph?
a. Western style
b. Cultural diversity
c. Kain kebaya
d. Style of dress

5) Repertory theatres where a group of actors, directors, designers, and playwrights work in one theatre in a city. Repertory theatres present different plays, as many as five or six in a week, which may be repeated in the following years. Many are classics, such as the work of Shakespeare, Sophocles, Chekhov, ibsen, or other great playwrights.

Topic sentence of the paragraph is?
a. Repertory theaters
b. Actors
c. City
d. Work of Shakespeare

6) One person by hand can prepare and milk 6 to 10 cows in an hour. A person using modern milking equipment can milk 35 to 40 cows in an hour. A machine can produce enough food for 55 people. There are also machine to plough the land. Other sow seed, apply fertilizer, pick the crops, and so on.

Topic sentence of the paragraph is?
a. Modern machine
b. Equipment
c. Plough the land
d. Fertilizer

7) Eight thousand to 10.000 years ago came the agriculture revolution. Men not only started farming the soil but also began to tame the hoofed animals: the ox, the sheep, goat, and ass. By raising crops and domestic animal, men could occupy a country perhaps a hundred time densely as much as before. Gradually people clustered together in villages. They learned to build real houses instead of tents and huts.

What is the topic sentence of the paragraph?
a. Raising crops
b. Farming
c. Agriculture revolution
d. Men's job

8) A planets is a body in space that revolves around a star. There are nine planets in our solar system, and these nine planets travel around the sun. The names of the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Plato.

What the Topic sentence of the paragraph?
a. The Stars
b. The Orbits
c. The greeks
d. The planets

9) Solar energy is one great alternative for future energy source. It is environmentally friendly, thus making it an excellent energy source.

The topic sentence of the paragraph is?
a. Solar energy for future source of energy.
b. How to convenrt sunlight into electricity.
c. The amount of energy produced by sunlight.
d. The cost of setting up solar energy projects.

10) There are many factors that influence the types of crops and livestock that a farmer raises. One of the most important factors is climate which includes temperature, length of growing season, sunshine, and rainfall. Another is the types of soil. The third is the amount of water available for irrigation. By concentrating on the particular crops or animals that fit best with his situation, the specialized farmer hopes to use his land in the most efficient and profitable way. **(invalid)**

Topic sentence of the paragraph is?
a. Soil
b. Some factors which influence the types of livestock
c. Crops and livestock
d. Rainfall

11) The blue whale is the largest animal ever to live. It grows to a leght of over 100 feet. The humpback whale is a smaller kind and has long flippers. It can jump right out the water. The Californian grey whale makes long migrations every year- it spends the summer feeding in the Artic but swims south to the warmer waters off the coast of Mexico in the winter. The females give birth in the shallow, warm water there.

What is the topic sentences of the paragraph?
a. The life of whales
b. The size of whales
c. The movement of whales
d. Three kinds of whales

12) General farming is a farm where a variety of things is raised. On such a farm there may be a herd of dairy cows whose milk the farmer sells. There may also be poultry to provide extra income and supply some of the family's needs. **(invalid)**
   What is the topic sentence of the paragraph?
   a. Intensive agriculture
   b. Extensive agriculture
   c. Farming
   d. Specialized farms

SUMMARY SENTENCE

13) High year round temperatures and abundant rainfall provide ideal condition for plant growth. Central Africa possesses these ideal conditions. As a result, this equatorial region is land of vast, tropical rain forests. Its hundreds of species of trees include such valuable hardwoods as ebony and mahogany.
   What is the summary of the paragraph?
   a. Central Africa
   b. Climate
   c. Hundred of species
   d. Ideal condition

14) Mining of our food and clothing come from materials on the surface of the earth. But many other important things including metals, fuels, chemicals and plastics are made from materials that are dug out of the earth. Even food and clothing could not be provided in abundance without mineral fertilizer to grow food and without metal machinery to weave cloth.
   The summary sentence of the paragraph is?
   a. Food and clothing
   b. Resources
   c. Chemicals
   d. Machinery

15) The United States, Russia and Japan are industrial nations that have slow growing population. Six developing countries with rapidly growing population are India, Indonesia, Brazil, Bangladesh, Pakistan, and Nigeria. If major efforts are made to reduce fertility, population will multiply rapidly.
   What is the summary sentence of the paragraph?
   a. The United State
   b. Fertility
   c. Growing population the countries
   d. Rapidly

16) In the rain season, tomato plants usually suffer from disease infection, fruit growth failure, and fruit drop that bring about an off-season of tomato fruits. Experimental result in Bogor show that roofing with transparent plastic film significantly reduce fruit damage in the rainy season and increase the yield of varieties Ratna, and berlian 123%,85%, respectively. **(invalid)**
What is summary sentence of the paragraph?
a. Transparent plastic film significant to reduce fruit damage
b. Tomato plants
c. Disease
d. Rainy season

17) Throughout Africa there are several thousand species of bird including the word's largest flightless bird, the ostrich. Africa also has a large number of reptiles. One of the most dangerous is crocodile which lives in the rivers and in the banks. Moreover, there are snake such as cobras and mambas which are poisonous. The largest snake is python. Many kinds of lizard are also found there.
The summary sentence of the paragraph is?
a. Reptile in Africa
b. Crocodile
c. Live in the rivers
d. Species

18) The radiating given off by radioactive isotopes can be put to many uses, as in scientific and medical work. The development of technology can be used to increase the food crops. Take for example the nuclear technique can be used to eradicate pets, to slow down the growth of leaf buds and to preserve food.
What is the summary of the paragraph?
a. The function of radioactive isotopes
b. Scientific and medical work
c. The development of technology
d. Nuclear technique

MAIN IDEA

19) Most people in Jakarta can speak Indonesia and speak Betawi. The people in West Java speak Sudanese, those in central Java speak Javanese and those in East Javanese. The people in Madura speak Madura, but most of them can speak Javanese too. **(invalid)**
What is the main idea of the paragraph?
a. Languages
b. The variation of language
c. Traditional language
d. Bahasa Betawi

20) Architecture is the art of building. Unlike sculpture, painting, or music, it is an art that has a practical basis. Each building serves definite and special purpose. People living in different ways have developed different styles of architecture to suit their special needs. Avery age demands its own style of architecture, for buildings must suit the ways of life of the people who use them.
What is the main idea of the paragraph?
a. Building serve
b. Architecture
c. Sculpture, painting and music
d. Styles of architecture

21) Common people will say that agriculture means farming. They are partly right, for raising crops is a branch of agriculture. So is livestock rising, dairy farming, fruit growing, chicken rising and even fur farming. Agriculture includes the raising of every kind of plant and animal useful to man.
What is the main idea of the paragraph ?
a. Farming
b. Agriculture
c. Raising crops
d. Livestock rising

22) With the help of nuclear technique we are able ton know and diagnose animal disease and plants disease, to eradicate pests (bacteria, viruses, fungi). With the help of nuclear energy we can slow down or control the quantity and quality of fruit.
What is the main idea of the paragraph?
a. Disease
b. Nuclear energy
c. Control the quantity and quality of fruit
d. Nuclear technique

23) A family lives in a single household and may own a house or rent an apartment. Close relatives like parents and grandparents, aunts and uncles, cousin, nieces, and nephews, often come especially during special event. In many families, visits letters, and occasional large family reunions keep the kinship alive, even though members may live far apart.
What is the main idea of the paragraph?
a. Parents and grandparents
b. Families
c. Household
d. Family live

24) Many people now have a card which enables them to withdraw money from a cash dispenser. You feed your card in to the machine and key in your PIN(personel identification number) and the amount of money you want. If you have anough in your account, the money requested will be issued to you up to a daily limit. your account is automatically debited for the amount your have drawn out.
What is the main idea of the paragraph?
a. information about bank service
b. check the customers' account
c. explain to the reader how to use PIN
d. explain to the customers how to pay their employee's salaries

25) Provided you have a sound credit, you can get a credit card from a bank and other financial institutions. To obtain goods or cervices, you present your card and sign a special voucher. When it receives the voucher, the credit card company pays the trader (less a commission) and then sends you a monthly statement. Depending on the type of card you have, you will either have to pay in full or be able to pay part of what is owed and pay interest on the balance left outstanding.
What is the main idea of the paragraph?
a. The credit card company paysbthe traders
b. The credit card company send you a monthly statement
c. Bank and other financial institutions offer us credit card to get goods and services
d. A voucher is the only way to buy goods

26) Many people like to live in city although it is often very crowded. There are many jobs available. Therefore, it is easier to pkan for a living. There are also more opportunities for education and recreation. If people are sick, there is always a hospital or a clinic nearby. There are markets, supermarkets or department stores that people can choose to go shopping. In addition, all means of transportation are available. People can go by bus, taxi, train or plane. For these reasons people prefer living in a city to a village.

What is the main idea of the paragraph?

a. Living in a city is very crowded.

b. The reasons why people prefer living in city.

c. Many jobs are available in cities.

d. Means of transportation in a city.

27) These young people are going abroad, too. But they are not going on a package holiday. And their holiday will not be very expensive, either. They will probably walk most of the way. Sometimes they will get "lifts" in lorries or cars. They will stay in youth hostels. Sometimes they will even sleep in parks or fields.

What is the main idea of the paragraph?

a. How most young people spend their holiday.

b. Young people like going abroad for a holiday.

c. Most young people like going everywhere.

d. These young people are going abroad.

28) A theatre can be anywhere-in home , school auditorium, park and a hall. Theatre means action. In this text theathre is used in connection with performances on stage by live actors and actresses. It is living theatre.

What is the main idea of the paragraph?

a. School of auditorium is the only theatre.

b. What a theatre is.

c. The performance of actors is theatre.

d. Theatre means action of actors.

29) Last week Djoko Tri Wilarto and Tri Evan visited Djoko tri wilarto's grandfather, who lives in small village at the foot of a mountain. They had a short covensation in the back yard just after breakfast. Then they went to see the beautiful scenery around the country side bike.

What is the main idea of the paragraph?

a. Djoko Tri wilarto and Tri Evan's visit to Djoko's grandfather in the village.
b. Who lives in small village at the foot of a mountain.
c. They had a short covensation in the back yard just after breakfast.
d. They went to see the beautiful scenery.

30) The poorer countries are called 'the developing countries'. They have spicial problems. Sometimes the land is too poor to grow anything on. The land can be improved but a lot of things must be done first. New farming method must be intoduced. The people must be educated. Water must be found. **(invalid)**

What is the main idea of the paragraph?

a. The new farming method.
b. The growth of the poorer countries.
c. The developing countries and their land.
d. The problems of the developing countries.

Appendix II

INSTRUMENT POST TEST

Name :
Class   :

Instruction: Choose the right answer.

TOPIC SENTENCE
1) The problem of over population in Indonesia is made worse by the fact that fifty per cent of all Indonesians are below the age of eighteen years. Most of them are dependents. They do not earn money to support themselves and are in need of many facilities. Like food, medical care, clothing, education, and employment opportunities. Although a large number of the are forced to drop out of school to earn a living, a government still has to spend a very large part of its revenue on education. Then comes the problem of creating enough jobs for every new generation of schoolleavers or college graduates.
   What is the topic sentence of the paragraph?
   a. Population problem
   b. Migration in indonesia
   c. Overcrowded cities
   d. A new life for thousands of people

2) Once upon a time in the jungle, there live a fox. His name was Rox. No one didn't know him. Everybody in the jungle was afraid of him because his face and style looked very vicious. One day, in a beautiful summer morning, when Rox was drinking at the side of the river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. The snake was going to eat it. Rox jumped over the snake as soon as possible and scared it away. The little rabbit then felt relieved that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a kind fox. He just saved its life. There was no need to be afraid of him anymore.
   What is the topic sentence of the paragraph?
   a. A fox and his friend.
   b. A snake and the rabbit.
   c. A rabbit and his enemy.
   d. A fox and the rabbit.

3) Lyme Regis is a beautiful old seaside town, with a lively little harbour, beacher, and lovely walks, either by the sea or in the country nearby. For children there is the Marine Aquarium and Dinosaur land, and in summer you can escape from the crowds and relax in the Jane Austen Gardens with beautiful views over the sea. There are many interesting old streets with cover and restaurants. The best restaurant is the Pilot Boat down by the beach, which has very good food and excellent wine.

The topic sentence of the paragraph is?
a. Lyme Regis
b. The way people live
c. Beautiful places
d. Beautiful object

4) Smoking is a bad habit that is very hard to break. Smokerare everywhere. Many people smoke just to socialize, but many others are too addicted to quit.a cigarette is like a toxin hypermarket. You can find many kinds of toxin in it: acetone, carbon monoxida, tar, arsenic, ammonia, hydrogen cyanide, and toluene. The tar itself contains more than 43 substances that can cause cancer.smoking is indeed a serious social problem in our country. The government keeps reminding that smoking is dangerous, not only for smoker themselves, but also for other people in the surroundings (passive smokers). But the warnings do not seem to get any response.
What is the topic sentence of the paragraph?
a. Addicted smokers
b. The kinds of cigarettes
c. The danger of smoking
d. The benefit of cigarettes

5) Each society has its ownbeliefs, attitudes, customs, beheviours, and social habits. These give people a sense of who they are, how they should behave, and what they should or should not do. These 'roles' reflect the 'culture' of a country. People become conscious of such rules when they meet people from different cultures. For example, in some cultures, being on time can mean turning up several hours late for an appointment, even for abusiness meeting, in others, 3 p.m. means 3 p.m. Also, the rules, about when to eat vary from culture to culture.
What is the topic sentence of the paragraph?
a. Strict rules
b. Mealtimes a day
c. Culture differences
d. Culture in a country

6) A supporter of the national education bill displays a sign reading "Endorse the national education bill right now" to every motorist passing the back gate of the House of Representatives compound in Senayan, Central Jakarta. Thousand of members from islamic groups gathered outside the compound on Tuesday demanding that the bill be endorsed.
What is the topic sentence of the paragraph?
a. National edocation
b. Educational bill
c. Supporters of the bill
d. A public demand

7) Flood is a body of water thet covers normally dry land. Most floods are harmful. They may destroy homes and other properties and even carry off the top soi leaving the land fertile. When people are not prepared, sudden and violent floods may bring hugedemolition.

The topik sentence of the paragraph is?
a. Bum
b. Advantages
c. Break
d. Flood

8) Mark twain a famous American writer, once wanted to borrow a certain book from a friend. However, the friend told him that he never permitted anyone to take his books from his house. If Mark Twain wanted to use the book, he was perfectly welcome to do so. But he must use it in friend's house. He couldn't take it home with him.
What is the topic sentence of the paragraph?
a. Mark Twain
b. Twain's mend
c. Wreiter
d. Gardener

9) Last Sunday my friend and I went to lake Kintamani in Bali. The water was clean, the temperature was cool and there trees surrounding the lake. The next day we visited Tanah Lot. We took pictures of the temple. The scenery was amazing. There was holy water beside the rocky hill and there was a hole occupied by a big snake which was considered sacred by the local people. On Tuesday, we went to Sangeh where many wild monkeys walked freely and climbed the trees. In the afternoon we went home.
What is the topic sentence of the paragraph?
a. The beauty of Bali.
b. Visiting Bali's tourist resorts.
c. Tanah Lot and the sacred snake.
d. Lake Kintamani and its

10) Elizabeth II, born on April 21, 1926, is the eldest daughter of George VI and Elizabeth Bowes-lyon. She married Philip Mountbatten, a distant cousin, in 1947; the pair has four children: Charles, Prince of Wales, Anne, Andrew and Edward. She is the first monarch to send her children to boarding schools in order to remove them from the ever- probing media. She has a strong sense of duty and diligence. Her knouledge of current situations and trends is up to date. She possesses a sense of humour rarely exhibited in public where a dignified presence is her goal.
What is the topic sentence of the paragraph?
a. Charles.
b. Andrew.
c. Elizabeth II.
d. Prince Mountbatten.

11) The Buyat Buy issue has been a hot topic these past two weeks. However, no party has claimed responsibility for the pollution in the Buy. This country is suffering from an old illness: it cannot see the culprits even though it could if it wanted to. The issue started when a non-governmental organization discovered that a number of people living near the bay in South Minahasa district, North Sulawesi propince, were suffering from skin diseases.

What is the topic sentence of the paragraph?
a. The pollution in the Bay
b. The Buyat Bay issue
c. The skin disease of the people living in Buyat Bay
d. The failure of the government to find the culprits

12) Albert Einstein was born near the end of the 1800s in Ulm, Germany. He graduated from university of Zurich in Switzerland at age 26. That was also when he did his famous work in physics. For the next teen years he lived in Germany. He also traveled a lot to talk with other scientist. Then in the early 1930s he had to leave germany because of Hilter and Nazi Party. He move to United States. From that time until his death he lived in Princeton, New Jersey. He dead at the age of 74.
What is the topic sentence of the paragraph?
a. Albert Einstein
b. New Jersey
c. Germany
d. 1800s

13) People have always been interested in bees. This interest may have begun with the honey bees make. In fact, archeologists have found evidence that people have been eating honey for many thousands years. In the more recent past, people were interested in the way bees made honey. They admired the way bees seemed to work so hard. Some languages even developed expressions about people working like bees. In English, for example, we talk about a 'busy bees'. Now scientists have a new reason to be interested in bees. They have discovered that bees are able to communicate with each other.
What is the topic sentence of the paragraph?
a. People interest in bees
b. How bees work
c. Making of honey
d. Events

SUMMARY SENTENCE

14) Carnivorous plants, such as the sundew and the Venus-flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanismsto trap insicts within their foliage. They have degistive fluids to obtain the necesary nitrogen from the insects. The plants trao the insects in a variety of ways. The sandew has sticky hairs on its leaves; it gets caught up in the sticky hairs, and the leaf wraps it self oround the insects. The leaves of the Venus-flytrap function more likely a trap, snapping suddenly and forcefully shut around an insects.
The summary sentence of the paragraph is?
a. Visit the areas of canivorous plants
b. The important of carnivorous plants
c. How carnivorous survive

d. Phenimenon

15) Mr. Morris Markey, a methodical merchant of Manhattan, was teaching his young son, Max, the dry goods business. "climb up on that lader", Mr. Markey instructed Max. Max climbed mechanically to the top of the ladder. "now jump, max, and father will catch you", said Mr. Markey, next arms outsretched, motioning to Max. "I'm afraid" Max said. "jump", said Mr. Markey, "and father will catch you". Max jumped, Mr. Markey stepped aside. Max struck the Floor heavily. "that is the first lesson in business, Max", said Mr. Markey, " never trust anyone".

The summary sentence of the paragraph is?
a. Mr. Markey teaching Max about business
b. Teasing his son
c. Playing with his son
d. Cheating his son

16) Americans are crazy about their pet dogs. They do many things for them. They treat their pets like human beings. They like to talk to their dogs and treat thenm like children. My neighbors Mrs. Green talks to her dog "Ruffy" all the time. She takes him for a walk twice a day. She will not leave him when he is sick. Americans send their dogs to training school to learn to be good.

What is the summary sentence of the paragraph?
a. American people and their dogs
b. Imitate American
c. Mrs. Green's son
d. The dogs trainer

17) Nuclear power seems in some ways much cleaner than other sources of energy. Take oil or coal as an example. When they are used in power stations, a great deal af smoke is produced. The smoke contains a great deal of acid. Even if the smoke is cleaned by filters, alot of the acid still escapes in to the air. This can be carried by clouds from power stations in England to Scandinavia. When it rains there, the acid comes down with the rain. As a result, the fish, in lakes and trees in forests begin to die.

Summary sentence of the paragraph is?
a. The acid rain
b. An alternative energy
c. An atomic power atation
d. The advantages and disadvantages of nuclear power.

18) Floods are caused by many different things. They occur when the water of rivers, lakes, or stream overflow their banks and four out on to the surrounding land. Often heavy rainstorms that last for a brief time cause floods. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb he water, there will be no flooding. If however, the land is hard and rocky, heavy rains cannot be absorbed. Where the banks are low, a river may overflow and flood adjacent lowland.

The summary sentence of the paragraph is?
a. Storms
b. The cause of floods

c. Floods
d. Rains

MAIN IDEA

19) The attack on the villa where saddam's sons were hiding might be seen as driving home the point. In stead, the announcement that they had been killed by the U.S. troops in a shoot-out is welcomed by Tony Blair as "great news".
The main idea of the paragraph is?
a. U.S. troops killed Saddam in the attack on the villa.
b. Uday and Qusay had killed U.S. troops and Tony Blair.
c. The announcement of Saddam's son's death is welcomed by Tony Blair.
d. Tony Blair attacked the villa where Saddam's sons were hiding.

20) A large part of the work of the Trappists is concerned with their dairy. the cows are fed regularly, milked and kept healthy. The dairy, which produces about two thousand bottles of milk a day, brings the monks their main income. The monks sell about half of the milk to a large hotel in Hong Kong, while hospitals and schools buy the rest. The monk also earn some money by selling eggs. Sometimes, the trappists sell some of their cattle. the monks themselves do not eat meat, however, as they are vegetarians.
What is the main idea of the paragraph?
a. Managing the diary is the trappists main work
b. The monks provide milk to a large hotel
c. The trappists feed the cows regularly
d. The trappists sell eggs for a living

21) In the past, most individuals were educated during a specific period of their lives. By the time they reached their mid-20s, they could retire their notebooks, textbooks,carbon paper, scratch pads and pencils and pens, and concentrate on building their careers. Tomorrow workers will have to hold on to their training paraohemalia because they can expect to be retrained throughout their working lives. It may mean taking company-sponsored courses every few months, after-work seminars, or spending a number of days or weeks in a nearby university attending lectures at different points during the year.
What is the main idea of the paragraph?
a. Education is changing
b. Univarsity attending
c. Spending a number
d. Working lives

22) Mount Bromo, together with Mount Tengger and Mount Semeru is one of the most beautiful places of interest in East Java. Waching the sun rises from the crest of Mount Bromo is very exciting experience for the tourists coming to this mountain. The reach the area, which is about 2392m above sea level, people usually take a bus or a car as far as the village of Ngadisari. From there, a pony ride will take tourists to the rim of the mountain. It is an active volcane, and the people from surrounding areas bring various things as a sacrifice to the fire god.

What is the main idea of the paragraph?
a. Vollage
b. East Java
c. Exciting experience
d. Mount Bromo

23) Many people are still against nuclear power. They believe that the problem is not just the danger of an accident in the atomic power station. Highly radioactive material is used. Radioactivity can cause cancer and other illness. Only a part of the material is used. The rest-called-waste-is just as radioactive. Althought it is still highly dangerous, this radioactive waste is often thrown in to the sea. Nobody can be certain what will happen to it there. Only one thing is certain. It will be highly dangerous for at least 240.000 years!

What the main idea of the paragraph?
a. Nuklear power is very dangerous
b. Radioactivity may cause some deseases
c. Radioactive material is the highly dangerous for man's life
d. Many people disagree with the use of nuclear power

24) Constanza is one of those farmers. His home computer makes the connection with satellite space-eye. He asks to see a picture of the field in the south-west corner of this farm. The picture appears on a TV screen. It is apicture of a green wheat field. Everything looks fine. He the asks the computer to show the same area, but in colours. The colours show the different temperatures in the field. He knows healthy wheat plants will all be green. The TV screen blinks and a beautiful picture appears. It has many shades of blue, red, and green.

The main idea of the paragraph is?
a. Constanza is one of the farmers who makes use of the satellite Space-eye
b. Constanza's home computer is connected to satellite Space-eye
c. The picture appears on the TV screen comes from satellite space-eye
d. The satellite Space-eye sent constanza what he wanted

25) I am a guy, twenty- eight years old. I have aproblem with a girl friend. She is twenty five years old. We have been dating each other of years, since we were high school students. Now

we have jobs. I feel vary sure that we love each other. Now its time for me to get married. Unfortunately, her parents never approve of our relationship over since the very first time. My family, anyhow, does not really mind. At first I thought my girl friend had the power to defend our love. But then she surrendered. She loves me and she loves her family too. On the one hand she said "I'll be happy if my family is happy". It means she had to get approval from her parents.

The main idea of the paragraph is?
a. The writer wants to get married.
b. The writer has been dating for years.
c. The writer has a problem with his girl friend.
d. The writer fells sure that they love each other.

Appendix III

Key Answer Pre test

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

Key Answer Post Test

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

Appendix IV

The calculation of validity of instrument stutents' reading comprehension

No	X	Y	X^2	Y^2	XY
1	1	28	1	784	28
2	1	28	1	784	28
3	1	28	1	784	28
4	1	27	1	729	27
5	1	29	1	841	29
6	1	29	1	841	29
7	0	5	0	25	0
8	0	6	0	36	0
9	0	4	0	16	0
10	0	5	0	25	0
11	1	17	1	289	17
12	0	7	0	49	0
13	1	29	1	841	29
14	1	29	1	841	29
15	1	28	1	784	28
16	0	5	0	25	0
17	0	5	0	25	0
18	0	6	0	36	0
19	0	4	0	16	0
20	1	28	1	784	28
21	1	29	1	841	29
Total	$\sum X = 12$	$\sum Y = 376$	$\sum X^2 = 12$	$\sum Y^2 = 9396$	$\sum XY = 303$

So, from the data, it could been known the validiti of the test as in the following:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

$$= \frac{21 \cdot 303 - (12)(376)}{\sqrt{(21 \cdot 12 - 12^2)(21 \cdot 9396 - 376^2)}}$$

$$= \frac{6363 - 4512}{\sqrt{(108)(55940)}}$$

$$= \frac{1851}{\sqrt{6041520}}$$

$$= \frac{1851}{2457,95} = 0,753 \text{ valid}$$

No	Nama	Nomor Item																													Y	Y²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	ALP	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	784
2	AME	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	28	784
3	AMR	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	784
4	ANI	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	27	729
5	ASR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	29	841
6	BAD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	29	841
7	BUD	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	5	25
8	CAN	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	6	36
9	DIA	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	4	16
10	ERI	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	5	25
11	FRI	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	0	0	0	0	17	289
12	GAN	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	7	49
13	GUN	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	841
14	HAR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	29	841
15	HAS	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	28	784
16	HUS	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	5	25
17	JUM	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	5	25
18	NIR	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	6	36
19	NUR	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	16
20	RAS	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	784
21	SUR	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	841
	X	12	11	11	11	13	12	11	11	14	16	11	17	13	12	13	20	11	13	14	11	13	11	11	12	12	13	12	12	10	13	376	9396
	X²	144	121	121	121	169	144	121	121	196	256	121	289	169	144	169	400	121	169	196	121	169	121	121	144	144	169	144	144	100	169		
	r$_{xy}$	0,519248	0,518584	0,518584	0,518584	0,473952	0,469208	0,518584	0,469001	0,436169	-0,13994	0,464494	-0,09391	0,478588	0,519248	0,478588	0,115276	0,518584	0,478588	-0,01273	0,518584	0,46468	0,518584	0,518584	0,519248	0,519248	0,469316	0,465659	0,473757	0,473079	-0,02208	(∑Y)²=141376	
	keterangan	V	V	V	V	V	V	V	V	V	TV	V	TV	V	V	V	TV	V	V	TV	V	V	V	V	V	V	V	V	V	V	TV		

T $_{tabel}$ = 0,443, item tersebut dikatakan valid apabila T$_{hitung}$ > t$_{tabel}$

Apendix V

EXPERIMENTAL CLASS

The score of pre test of experimental class from low score to high score

60	66	70	74	80
60	66	70	76	
62	66	70	76	
62	68	72	76	
66	68	72	78	

High score = 80
Low score = 60
Range = High score – Low score
$\quad\quad$ 80 – 60 = 20
The total of class (BK) = 1 + 3,3 log n
$\quad\quad\quad\quad\quad\quad$ = 1 + 3,3 (1,322)
$\quad\quad\quad\quad\quad\quad$ = 1 + 4,3626
$\quad\quad\quad\quad\quad\quad$ = 5,3626
$\quad\quad\quad\quad\quad\quad$ = 5

Interval i

$$i = \frac{20}{BK} = \frac{20}{5} = 4$$

Mean score (x) = $\sum \frac{fixi}{fi}$

Interval	fi	xi	fixi
60 – 63	4	61,5	246
64 – 67	4	65,5	262
68 – 71	5	69,5	347,5
72 – 75	3	73,5	220,5
76 - 80	5	77,5	387,5
i = 4	21	347,5	1463,5

$$X = \sum \frac{fixi}{fi} = \frac{1463,5}{21} = 69,69$$

Median

$$Me = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

$\quad\quad \frac{1}{2}n = \frac{1}{2}(21) = 10,5$

$\quad\quad b = \frac{67+68}{2} = 67,5$

$\quad\quad p = 5$

$\quad\quad F = 4 + 4 = 8$

$\quad\quad f = 5$

$$Me = b + p \left[\frac{\frac{1}{2}n - F}{f}\right]$$

$$= 67{,}5 + 5 \left[\frac{10{,}5 - 8}{5}\right]$$

$$= 67{,}5 + 5 \left[\frac{2{,}5}{5}\right]$$

$$= 67{,}5 + \frac{12{,}5}{5}$$

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

$$= 70$$

Modus = 66

CONTROL CLASS

The score of pre test of control class from low score to high score

60	66	70	76	78
60	68	70	76	
62	68	72	76	
64	68	72	78	
66	70	74	78	

High score $= 78$

Low score $= 60$

Range $=$ High score $-$ Low score

$78 - 60 = 18$

The total of class (BK) $= 1 + 3,3 \log n$

$= 1 + 3,3\ (1,322)$

$= 1 + 4,3626$

$= 5,3626$

$= 5$

Interval i

$i = \dfrac{18}{BK} = \dfrac{18}{5} = 3,6$

$= 4$

Mean score (x) $= \sum \dfrac{fixi}{fi}$

Interval	fi	xi	fixi
60 – 63	3	61,5	184,5
64 – 67	3	65,5	196,5
68 – 71	6	69,5	417
72 – 75	3	73,5	220,5
76 - 80	6	77,5	465
i = 4	21	347,5	1483,5

$X = \sum \dfrac{fixi}{fi} = \dfrac{1483,5}{21} = 70,64$

Median

$Me = b + p \left[\dfrac{\frac{1}{2}n - F}{f} \right]$

$\dfrac{1}{2}\,n = \dfrac{1}{2}\,(21) = 10,5$

$b = \dfrac{67 + 68}{2} = 67,5$

$p = 6$

$F = 3 + 3 = 6$

$F = 6$

$$Me = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

$$= 67{,}5 + 6 \left[\frac{10{,}5 - 6}{6} \right]$$

$$= 67{,}5 + 6 \left[\frac{4{,}5}{6} \right]$$

$$= 67{,}5 + \frac{(27)}{6}$$

$$= 67{,}5 + 4{,}5$$

$$= 72$$

Modus $= 78$

The score of post test of experimental class from low score to high score

66	72	76	78	90
66	72	76	78	
68	74	76	80	
70	74	78	80	
70	76	78	84	

High score = 90
Low score = 66
Range = High score – Low score
$\qquad$ 90 – 66 = 24
The total of class (BK) = 1 + 3,3 log n
$\qquad\qquad\qquad$ = 1 + 3,3 (1,322)
$\qquad\qquad\qquad$ = 1 + 4,3626
$\qquad\qquad\qquad$ = 5,3626
$\qquad\qquad\qquad$ = 5

Interval i

$$i = \frac{24}{BK} = \frac{24}{5} = 4,8$$
$$\qquad\qquad = 5$$

Mean score (x) $= \sum \dfrac{fixi}{fi}$

Interval	fi	xi	fixi
66 – 70	5	68	340
71 – 75	4	73	292
76 – 80	10	78	780
81 – 85	1	83	83
86 – 90	1	88	88
i = 5	21	390	1583

$$X = \sum \frac{fixi}{fi} = \frac{1583}{21} = 75,38$$

Median

$$Me = b + p \left[\frac{\frac{1}{2}n - F}{f}\right]$$

$$\frac{1}{2}n = \frac{1}{2}(21) = 10,5$$
$$b = \frac{75+76}{2} = 75,5,$$
$$p = 10$$
$$F = 5 + 4 = 9$$
$$f = 10$$

$$\text{Me} = b + p\left[\frac{\frac{1}{2}n - F}{f}\right]$$

$$= 75{,}5 + 10\left[\frac{10{,}5 - 9}{10}\right]$$

$$= 75{,}5 + 10\left[\frac{1{,}5}{10}\right]$$

$$= 75{,}5 + \frac{15}{10}$$

$$= 75{,}5 + 1{,}5$$

$$= 77$$

Modus = 78

CONTROL CLASS

The score of post test of control class from low score to high score

60	68	70	78	80
64	68	72	78	
64	68	72	78	
66	70	74	78	
68	70	76	80	

High score = 80
Low score   = 60
Range = High score – Low score
       $80 - 60 = 20$
The total of class (BK) = 1 + 3,3 log n
                        = 1 + 3,3 (1,322)
                        = 1 + 4,3626
                        = 5,3626
                        = 5
Interval i
$i = \dfrac{20}{BK} = \dfrac{20}{5} = 4$

Mean score (x) = $\sum \dfrac{fixi}{fi}$

Interval	fi	xi	fixi
60 – 63	1	61,5	61,5
64 – 67	3	65,5	196,5
68 – 71	7	69,5	486,5
72 – 75	3	73,5	220,5
76 - 80	7	77,5	542,5
i = 4	21	347,5	1507,5

$X = \sum \dfrac{fixi}{fi} = \dfrac{1507,5}{21} = 71,78$

Median

$Me = b + p \left[\dfrac{\frac{1}{2}n - F}{f} \right]$

$\dfrac{1}{2} n = \dfrac{1}{2} (21) = 10,5$

$b = \dfrac{67 + 68}{2} = 67,5$

$p = 7$

$F = 1 + 3 = 4$

$f = 7$

$$\text{Me} = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

$$= 67,5 + 7 \left[\frac{10,5 - 4}{7} \right]$$

$$= 67,5 + 7 \left[\frac{6,5}{7} \right]$$

$$= 67,5 + \frac{45,5}{7}$$

$$= 67,5 + 6,5$$

$$= 74$$

Modus = 78

Appendix VI

EXPERIMENTAL CLASS

The Score Pre-Test and Post- Test of Experimental Class

No	Students' Initial Names	Pre- test	Post- test	Y_1	$Y_1{}^2$
(1)	(2)	(3)	(4)	(5)	(6)
1	AFR	62	70	8	64
2	AME	70	78	8	64
3	AIS	66	76	10	100
4	BEN	74	80	6	36
5	BER	66	72	6	36
6	DEA	80	90	10	100
7	DEA	68	74	6	36
8	DES	66	72	6	36
9	ELS	76	78	2	4
10	FAT	72	78	6	36
11	FIT	70	76	6	36
12	HAS	76	80	4	16
13	HEN	66	70	4	16
14	MEL	62	66	4	16
15	MIR	68	74	6	36
16	NEL	70	76	6	36
17	NID	76	78	2	4
18	NOP	60	68	8	64
19	OMR	78	84	6	36
20	RIN	72	76	4	16
21	RIS	60	66	6	36
	Total	1458	1582	124	824

CONTROL CLASS

The Score Pre-Test and Post- Test of Control Class

No	Students' Initial Names	Pre- test	Post- test	Y_1	$Y_1{}^2$
(1)	(2)	(3)	(4)	(5)	(6)
1	ADE	70	72	2	4
2	AFR	62	64	2	4
3	CAN	60	60	0	0
4	DEN	72	70	-2	4
5	ELI	66	68	2	4
6	FEB	60	68	8	64
7	FIR	68	70	2	4
8	FRA	70	70	0	0
9	HAN	78	76	-2	4
10	HER	76	78	2	4
11	HIN	74	74	0	0
12	IFA	72	78	6	36
13	KAR	70	72	2	4
14	LIA	68	66	-2	4
15	LIS	66	68	2	4
16	MAR	74	64	0	0
17	MIL	68	68	0	0
18	MEN	78	78	0	0
19	MEI	76	78	2	4
20	NUR	78	80	2	4
21	SAL	76	80	4	16
Total		1472	1502	36	164

Appendix VII

Nilai persentil
Untuk distribusi t
NU= db
(bilangan dalam Badan Daftar Menyatakan t)

NU	$t_{0,995}$	$t_{0,99}$	$t_{0,975}$	$t_{0,95}$	$t_{0,925}$	
1	63,66	31,82	12,71	6,31	3,08	
2	9,92	6,96	4,30	2,92	1,89	
3	5,84	4,54	3,18	2,35	1,64	
4	4,60	3,75	2,78	2,13	1,53	
5	4,03	3,36	2,57	2,02	1,48	
6	3,71	3,14	2,45	1,94	1,44	
7	3,50	3,00	2,36	1,90	1,42	
8	3,36	2,00	2,31	1,86	1,40	
9	3,25	2,82	2,26	1,83	1, 38	
10	3,17	2,76	2,23	1,81	1,37	
11	3,11	2,72	2,20	1,80	1,36	
12	3,06	2,68	2,18	1,78	1,36	
13	3,01	2,65	2,16	1,77	1,35	
14	2,98	2,62	2,14	1,76	1,34	
15	2,95	2,60	2,13	1,75	1,34	
16	2,92	2,58	2,12	1,75	1,34	
17	2,90	2,57	2,11	1,74	1,33	
18	2,88	2,55	2,10	1,73	1,33	
19	2,86	2,54	2,09	1,73	1,33	
20	2,84	2,53	2,09	1,72	1,32	
21	2,83	2,52	2,08	1,72	1,32	
22	2,82	2,51	2,07	1,72	1,32	
23	2,81	2,50	2,07	1,71	1,32	
24	2,80	2,49	2,08	1,71	1,32	
25	2,79	2,48	2,06	1,71	1,32	
26	2,78	2,48	2,06	1,71	1,32	
27	2,77	2,47	2,05	1,70	1,31	
28	2,76	2,46	2,05	1,70	1,31	
29	2,76	2,46	2,04	1,70	1,31	
30	2,75	2,46	2,04	1,70	1,31	
40	2,70	2,42	2,02	2,68	1,30	
60	2,66	2,39	2,00	1,67	1,30	
120	2,62	2,36	1,98	1,66	1,29	
00	2,58	2,33	1,06	1,645	1,28	

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.
R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.
t 0,995 untuk test 2 ekor dengan to 0,01
t 0,975 untuk test 2 ekor dengan t.s 0,05

CURRICULUM VITAE

A. Identity

    Name   : HAKKUL LAILA SIREGAR

    Reg.No   : 07 340 0008

    Place and Birthday   : Janjimanahan and 12 Januari 1990

    Sex   : Female

    Religion   : Islam

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                                      Padangsidimpuan

    Parents

    Father's name   : Mukhlis Siregar

    Mother's name   : Siti Asli Hasibuan

B. Educational Background

1. Primary School   :   at SDN janjimanahan (2001)

2. Junior High School : at MTsS Daarul Muhsinin Janjimanahan Kawat (2004)

3. Senior High School : at MAS Daarul Muhsinin Janjimanahan Kawat (2007)

4. Institute   : at Educational English Department of Tarbiyah Faculty at STAIN Padangsidimpuan (2012)

Nomor : Sti. 14/UBS/P....../2011   Padangsidimpuan, Oktober 2011

Lmp : ....   Kepada

Hal : Pembimbing Skripsi   Yth. 1. Drs. H. Syahid Muammar Pulungan, S.H
                                                2. Eka Sustri Harida, M.Pd
                                          di-
                                               Padangsidimpuan

Assalamu'alaikum Wr. Wb.

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

Nama   : HAKKUL LAILA SIREGAR
NIM   : 07. 340 0008
Jurusan/Prog. Studi : Tarbiyah/ TBI-1
Judul Skripsi   : THE EFFECT OF INTERACTIVE STRATEGY ON STUDENTS' READING COMPREHENSION (STUDY IN MAS DAARUL MUHSININ LABUHAN BATU)

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

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

Wassalamu'alaikum Wr. Wb.

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PEMBIMBING I   PEMBIMBING II

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Padangsidimpuan, 13 Pebruari 2012

Nomor :Sti.14/II.B4/PP.00.9/ 276 /2012
Lamp. : -
Hal   : ***Mohon Bantuan Informasi***
        Penyelesaian Skripsi.

Kepada Yth,
Kepala MAS Daarul Muhsinin
di-

    Labuhan Batu

    Assalamu'alaikum Wr.Wb.

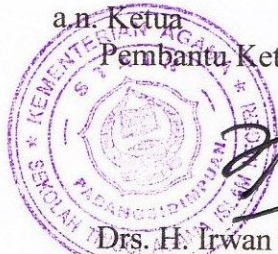   Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Hakkullaila Siregar
Nomor Induk Mahasiswa	: 07. 340 0008
Jurusan/Prog.Studi	: Tarbiyah/TBI
Alamat	: Perumahan Indah Lestari

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Of Interactive Strategy On Students' Reading Comprehension (Study In MAS Daarul Muhsinin Labuhan Batu)"**.
    Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

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

                      a.n. Ketua
                      Pembantu Ketua I

                      Drs. H. Irwan Saleh Dalimunthe, MA
                      NIP 19610615 199103 1 004

PONDOK PESANTREN MODERN DAARUL MUHSININ
JANJIMANAHAN KAWAT LABUHANBATU SUMATERA UTARA
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AKREDITASI PERINGKAT " B " (Baik) NOMOR :197/MA/12.05/2006 TANGGAL, 01 MARET 2006

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SURAT KETERANGAN
No : 252/MA-DM/JMK/IV/2012

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Daarul Muhsinin

Janjimanahan Kawat Kecamatan Bilah Hulu Kabupaten Labuhanbatu dengan

ini menerangkan bahwa :

Nama	: **HAKKULLAILA SIREGAR**	
NIM	: 07.340.0008	
Jurusan/Prog. Studi	: Tarbiyah/TBI	
Alamat	: Perumahan Indah Lestari	

Adalah benar nama tersebut telah melaksanakan Riset di MAS Daarul

Muhsinin   Janjimanahan   Kawat   terhitung   mulai   tanggal

1 April 2012 s/d 9 April 2012.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat

dipergunakan seperlunya.

Janjimanahan Kawat, 9 April 2012
Kepala Madrasah

Drs. H. M. AZAHARI RAMBE