
A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the Degree of SarjanaPendidikan (S.Pd)

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2019
DECLARATION

In the name of Allah, the most Gracious, the most Merciful

Hereby the writer fully declares that this graduating paper is made in the
writer herself, and it is not containing materials written or has been published by
other people ideas except the information from reference.

The writer is capable of accounting this graduating paper, if in the future
this is proved of containing others idea or in fact, the writer imitates the other’s
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This declaration is made by the writer to be understood.

Salatiga, December 22nd, 2018

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ATTENTIVE COUNSELOR’S NOTE
Case : Ela Rosita Dewi’s Graduating Paper

Dear,
The Dean of Teacher Training and Educational Faculty.

Assalamualaikum Wr. Wb.

After reading and correcting Ela Rosita Dewi’s graduating paper entitled THE EFFECTIVENESS OF USING CRITICAL READING STRATEGY TO TEACH READING COMPREHENSION ON JOURNAL BASED LEARNING TEXT (A QUASI-EXPERIMENTAL RESEARCH FOR THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN SARATIGA IN THE ACADEMIC YEAR 2018/2019), I have decided and would like to propose that if this paper can be accepted by the Dean of Teacher Training and Education Faculty, I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

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THE EFFECTIVENESS OF USING CRITICAL READING STRATEGY TO TEACH READING COMPREHENSION ON JOURNAL BASED LEARNING TEXT.

A GRADUATING PAPER

WRITTEN BY:

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Friday, March 8th, 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

Board of Examiners,

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Salatiga, March 8th, 2019
Dean

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MOTTO

“VERILY, WITH EVERY DIFFICULTY, THERE IS RELIEF”

(Qur’an 94:5)

If One Man Can Destroy Everything, why can’t one girl change it??

(Malala Yousafzai)
DEDICATION

This graduating paper is whole intended dedicate for :

1. Allah SWT, who always besides me, our first place to pray and ask helps in every single time. He is my beloved problem solver in every situation.
2. My beloved mother and father, Mrs. Istiqomah and Mr. Suyadi they are my hero, thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah blesses you Mom and Dad.
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11. Many people who have help the writer that I can’t mention one by one, thanks all.
12. The wise reader.
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In the name of Allah, the Beneficent and Merciful

All praises be to Allah, Lord of the world, for the health and the strength that Allah has given to the writer in writing this graduating paper. Peace and salutation be upon the prophet Muhammad, his family, his companions as well as his followers.

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6. All lecturers of English Education Department for teaching precious knowledge, sharing philosophy of life and giving wonderful experiences.

Finally, this graduating paper is expected to be able to provide valuable knowledge and information to the reader.

Salatiga, December 22nd 2018

Writer
Ela Rosita Dewi
ABSTRACT


Key words: Critical Reading Strategy, Reading Comprehension, Journal based Learning Text.

This research was focused on the effectiveness of Critical Reading Strategy toward the students reading comprehension on studying Journal Based Learning Text for Third Semester Students of English Education Department of IAIN Salatiga in the Academic Year 2018/2019. The objectives of the research were: (1) To know the profile of students reading comprehension that use critical reading strategy and who do not use critical reading strategy in the journal based learning text for the third semester of English education department of IAIN Salatiga in the academic year 2018/2019. (2) To find out whether there is a significant difference between students reading comprehension that use critical reading strategy and who do not use critical reading strategy in the journal based learning text for the third semester of English education department of IAIN Salatiga in the academic year 2018/2019. This was quantitative research by experimental method. The technique of data collection method was test and documentation. The researcher found that. (1) The profile of students' reading comprehension before they are taught by using Critical Reading Strategy was low. The calculation shows mean of pre-test is 58.85 while the mean of post-test was 72.23. The mean of post-test is higher than the mean of pre-test. (2) There was significant difference from the students' reading comprehension between using critical reading strategy and who do not use critical reading strategy in study journal based learning text for the third semester students of IAIN Salatiga in the academic year 2018/2019. It was supported by the result of the mean of post-test is higher than mean of pre-test. The T-test was 12.020 higher than T-table 2.060, and the result of sig (2-tailed) is 0.000 which is lower than 0.05 It can be concluded that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) was rejected.
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CHAPTER I
INTRODUCTION

This chapter presents the general account of the pretest study. It covers the background of the research, problems of the research, and objectives of the research, significant of the research, definition of key terms and limitation of the research.

A. Background of The Research

Learning is the process of obtaining knowledge by studying, teaching, practicing, and experiencing. Learning is also called a process of getting the aim by doing experiences, those are seeing, observing, and comprehending something (Rusman, 2011:3). Studying can not only be gained by only sitting and listening to teacher explanation in school, but also can be gained from the surrounding environment. Students can learn from their environment, for instance, by gardening, they can observe how the plant grow, how to plant, how the shape of leaves, and etc. In learning process, students do many things like reading, researching, experimenting, and others learning activities.

In learning English, students are expected to be able to master all language skill of English; listening, speaking, reading, and writing. Speaking and writing refer to productive skills while reading and listening refers to receptive skills. To be able to use English well, reading is one of the important skills. Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Nielsen (2009:32), reading is the process of creating meaning that involves: (a) the
reader's existing knowledge; (b) the text information; and (c) the reading context.
Grabe (2005: 56) defined "reading as an interactive process between readers and
texts that result in reading fluency." Readers interact with texts as they try to
extract meaning and there are different types of knowledge: linguistic or systemic
knowledge (bottom-up processing) and schematic knowledge (top-down
processing).

We know that reading is one of the most principal of the four skills in a
second language, particularly in English as a second language or foreign
language. Actually, we should have a good skills in comprehending the text
especially for academic institution. The outcome of reading comprehension is the
mental representation of a text meaning that is combined with the readers'
previous knowledge. According to Grabe and Stoller (2002:18) they defined that
comprehension as processing words, forming a representation general ideas and
integrating it into a new understanding. In other word, a successful reader is a
reader who can successfully extracts the useful knowledge from a text and
constructs it into a new understanding of their own. Moreover, if we consider the
study of English as a foreign language around the world, the situation in which
most English learners find themselves that reading is the main reason why student
learn the language. Without reading ability and good comprehension, second
language readers cannot be completed the knowledge and transfer the information
from the text.

Furthermore, in learning English reading is taught as one of the four
language skills that must be mastered by the students of university. Every English
education department’s students has to get reading lesson in their class. Reading is also one of the competences of English that is considered as their final examination. It also means that reading is a skill that must to be mastered by everyone. However, sometimes the problems arise from the students, especially in their reading comprehension ability. For example, if students have excellent decoding skills, but they are not fully able to understand what they are reading, then they are simply word calling and not truly reading. Actually, they read the whole of texts but they cannot expose or reconstruct what contain of that texts. It is a very complex process that teachers find difficult to teach.

Based on the explanation above, the teacher of Critical Thinking of Reading Class in IAIN Salatiga is also said that the problems of the students in comprehending journal text is because their lacks in vocabulary mastery and their reading comprehension ability. Another factor of difficulty is they are weak in grammar and vocabularies. They have to translate the text into Indonesia first to understand the text and it takes much time. However, in the activities they search difficult words in the dictionary helps them to get more vocabularies and gain the information from the text. In fact, some of students feel bored when they are reading the text. Moreover, the writer wants to use critical reading strategy in teaching journal based learning text to find out how far the influence of critical reading strategy to teach journals based learning in increasing ability to understand the meaning from the text in the classroom. Then the author, as well as the researcher, conducts a quasi experimental research on the title "The Effectiveness of Using Critical Reading Strategy to Teach Reading
Comprehension on Journal Based Learning Text for Third Semester Students of English Education Department of IAIN SALATIGA in the Academic Year 2018/2019).

B. Problems of The Research

Based on the background of the research, there are some problems that emerge. The problems can be acquainted as follow:

1. How is the profile of students reading comprehension that use critical reading strategy and who do not use critical reading strategy in study journal based learning text for the third semester students of IAIN Salatiga in the academic year 2018/2019?

2. To what extent is the significant difference of students reading comprehension that use critical reading strategy and who do not use critical reading strategy in study journal based learning text for the third semester students of IAIN Salatiga in the academic year 2018/2019?

C. Objectives of The Research

Related from problems of the research above, the objectives of this research are:

1. To know the profile of students reading comprehension that use critical reading strategy and who do not use critical reading strategy in study journal based learning text for the third semester students of English education department of IAIN Salatiga in the academic year 2018/2019.

2. To know the significant difference of students reading comprehension that use critical reading strategy and who do not use critical reading strategy in study

D. Significances of The Research

The results of this research positively presented contribution to English teaching and learning, they are:

1. Theoretically, this research is to enrich the strategy of teaching and learning English. Especially in teaching and learning reading comprehension. In addition, this research probably provides the effectiveness using the critical reading strategy to teach reading comprehension for the thirdsemester students of English education department of IAIN Salatiga, what the impact towards students is, and what responses of students are.

2. Practically, the result of this study may be beneficial for the teacher who wants to drill and enhance their students' reading comprehension. Likewise, this is useful to collect information for whoever that need a research about the effectiveness using the critical reading in learning reading, especially in the journal based learning text.

E. Limitation of The Research

This study is a quasi - experimental research. In this research, the researcher uses sampling polls to get real information with intense precision. The researcher limits this research dealing with the effectiveness between using critical reading strategy and who do not use critical reading strategies toward students' reading skill especially wrap in journal based learning text. Therefore, this result of the study is not proposed to be equalized.
F. Definition of The Key Terms

To avoid misinterpretation or misunderstanding about the title of this research the researcher wants to verify the meaning of the title at a glance to make this research simply understand.

1. Reading comprehension

According to Gilakjani (2016:2), "reading comprehension is as the level of understanding of a text/message." This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

2. Journal based learning

A daily written record of (usually personal) experiences and observations. Diary piece of writing, written material, writing – the work of a writer; anything expressed in letters of the alphabet (especially when considered from the point of view of style and effect). According to Marusic (2004:143), "a journal is a scholarly publication containing articles written by researchers, professors, and other experts. Journal focuses on a specific discipline or field of study." Actually in journal based learning focus on
education and their problems. Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers.

3. Critical reading

According to Nasrollahi, Krishnasamy, and Noor (2015:361), "Critical reading means the way in which the students and teachers interact in the classroom to practice a higher form of comprehension. Critical reading refers the way in which the students and teachers interact in the classroom to practice a higher form of comprehension. It's mean that Critical reading strategies help students to read their textbooks and various reading passages systematically and critically.

G. The Outline of Graduating Paper Organization

This research is divided into five chapters and each chapter define about something typically, according to the topics which are discussed.

CHAPTER I is the introduction which consists of the background of the research, the problem of the research, the objective of the research, the significances of the research, definitions of key term, and the outline of graduating paper organization.

CHAPTER II is a review of literature. This part presents the research result on theories or related research studies on similar field. It provides the readers' previous studies related theories and hypothesis of the study which they need to comprehend this present research.

CHAPTER III is how to construct the body of this research and the data are explained here. In this session, there would be research design,
place and time of research, population and sample, research variable, research instrument, trials of research instrument, methods of data collection, and technique of data analysis. Many data are collected and analyzed that needed by the researcher. The contribution of the samples gives a numerous of objective views in acquiring the data required in this part.

CHAPTER IV is finding all the results of data analysis. This part is about the data description and data analysis. The research questions get the answers in this chapter. To make it obvious for the readers, the researcher suggests the discussions of the findings.

CHAPTER V is closing which is contains the conclusion and suggestion for the further research. The last terms of this research are a bibliography, appendix, and curriculum vitae.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter presents the theoretical framework and theories related to the study. Based on the concentration of this research, this chapter focuses on the discussion about previous researcher, theories in reading, reading comprehension, critical reading, journal, and journal based learning.

A. Previous Researcher

The first research was done by Kadir, Subki, Jamal, and Ismail (2014) in their journal about The Importance of Teaching Critical Reading Skill. The study aimed at investigating the effect of reading skill, reading strategy, and metacognitive skills and strategies can stimulate a student easier to read. The participants of this study consisted of two class. To analyze data, the writer decided to use quantitative research paradigm to comprehend the phenomenon in depth which is based on how the participants in the research perceive it. Reading skills, reading strategies, and metacognitive skills and strategies in our objective to develop critical readers among students in schools. Reading skills, reading strategies, and metacognitive skills and strategies are not to be taught in isolation. With these skills and strategies, students better than understand whatever text given to them. Teachers should employ these strategies in order for the teaching of critical reading skills are more meaningful and beneficial for the students. In other words, when we teach critical reading skills to students we develop them to be critical thinkers as well because when they do critical reading it lead to critical thinking
(critical reading come first before critical thinking). Thus, this is not only prepare them to be better critical readers in schools but we also hope we could produce better school leavers who could survive in the real world.

The second research was accomplished by Talebi (2015) in their journal which discusses about The Effectiveness of Teaching Critical Reading Strategies. This study dealt with the investigation of the implementation of students' academic reading comprehension and academic success. It was an action research study. The objective of this research is to discuss some strategies, examples, and resources aimed at promoting students to take a deep approach to read. The major tenet of this article is that if teachers explicitly teach students how to read academic texts in aligned courses where students have ample opportunities to engage in reading activities throughout the term, students are more likely to adopt a deep approach to reading. The results improved significantly.

The third previous research is Teaching Critical Reading in School and Associate with Education was writing by Gunes (2014). In this study, increase student’s success level in education and emphasize the importance of critical reading in order to create positive developing in viewpoint with increase their level of consciousness. Also requirement about gain this ability and habit in education process is explain. In this context, reading habit, critical reading education and effect critical reading to education life are examined. This study’s subject is about contribution of critical reading ability’s to students’ education life. In this study thought that, when student
gain the critical reading habit and using it in everyday life, their education’s effect are increase. In this context, to attract attention, critical reading’s importance in education and teaching it with education.

From all of the researches that be conducted by researcher have some similarities with the previous research that written above. However, there are several matters that distinguish this research from the previous, which are as follows:

1. The subject of this research is third semester students of English Education Department of IAIN Salatiga in the academic year 2018/2019.
2. The researcher does this research for comparing the effectiveness between using critical reading strategy and who do not use critical reading strategy for students’ reading comprehension especially wrap in journal based learning text which is stationary having a poor reading caused by the researcher is interested in knowing which one of those methods is applicable and profitable. Moreover, the researcher uses articles, journals and another previous study to bolster this research.
3. The researcher using critical reading strategy in teaching reading toward students' reading comprehension with a type of text that popular among the students' perspective. Yet, journal based learning text is mostly chosen by the researchers around the world in a reading context.
B. Reading

1. The Nature of Reading

Many experts have shared their own definitions about the definition of reading. According to Patel (2008:113), "reading means to understand the meaning of printed words.” With reading activity, we can understand the meaning of words deeply and we can try to thinking. According to Klingner (2007:104), "reading is an activity that has a purpose". People may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. As stated by Nation (2009:49) "reading is a source of learning and a source of enjoyment". Getting this consideration, the purposes of reading guide the reader to select better of text to read.

Reading is the main reason why students learn a language. Without reading, the learners never know about anything. Stone (2009:39) says that "reading is a fundamental goal that children must master in order to be successful in school and in life". Furthermore, reading is not passive but rather than an active process because reading cannot be separated from thinking. This is supported by Smith (2004:27) who states that "reading is a thought-full activity".

In learning English as a second language, reading is an active cognitive process of interacting with print to build up meaning. According to Smith (2004:27) "reading is a direct relationship between print and
meaning”. Nunan (203:68) interprets reading as "a fluent process of readers combining information from a text and their own background knowledge to build meaning". Linse (2005:69) defines reading as "a set of skills that involves making sense and deriving meaning from the printed word". Tankersley (2003:108) simplifies reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.

Moreover, reading is not simple. Reading is also an active process that requires a great deal of practice and skill. It is supported by Stone ho (2007:42) states that "reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis". Then, Harrison and Salinger (1998:89) say that "reading is a complex activity and accomplished readers to operate a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for considering and evaluating effects”.

Based on the definitions above, the researcher concludes that reading is the active process of grasp meaning from the content of the writer's idea about the topic in a text.

2. The Kinds of Reading

There are two kinds of text people read in daily lives. They read it because they intended to, have purpose to read, and so on. Here, the researcher can explain about that.
a) Extensive Reading

There are different definitions for extensive reading. Hedge (2003) described it as skimming and scanning activities while Hafiz and Tudor (1989 as cited in Alyousef 2005) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities have a significant impact on the learners’ knowledge of L2. A lot of researchers have shown great interest in extensive reading in the last years. A three-month extensive reading study was carried out by Hafiz and Tudor (1989 as cited in Alyousef 2005).

According to Carrell and Eisterhold (1983 as cited in Alyousef 2005), extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners interested in what they are reading. The process of choosing reading texts be done according to content, level of difficulty, and length. Hedge (2003) mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading comprehension, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.
b) Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003).

Yang, Dai, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension. According to Waring (1997), intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl (2003) found that there is relationship between intensive reading activities and language proficiency. According to Paran (2003), teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies. Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011) said that intensive reading is considered as a significant instrument for improving reading comprehension.

3. The Process of Reading

Patel (2008:114) stated that “The process of reading may be broadly classified into three stages:”
a) The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items for instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

b) The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

c) The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

4. The problems of Reading

One may find some difficulties or obstacle in doing something in their daily life. So it is the same with reading activity. The student such as the reader may fine some problems in reading text or another printed material. According to Beck (2001:24) as quoted by Al-Aminy (2015:12) there are five problems influencing reading activity. The five problems are:
a) Word Attack

Firstly, the reader have obvious word attack problem, it means that, the student have not learned their decoding skills and do not have enough ability to convert graphic symbols into comprehensible language. When students are reading, they fail select the correct phonic. So they cannot remember their sightwords.

b) Fluency

Fluency becomes a problem in reading because when the students fail to select correct pronunciation of the words, student tend to guess it. As a result of it they can remember the inaccurate words leading to the failure to comprehend the words.

Second, often students read uncertainly, in monotone, and hesitantly and those lead to influent reading. It is believe because students have problem of automaticity. It means that students’ ability to process information is very limited, so they simply cannot simple attend to many things such as longer text. Student seems have poor sentences processing because they fail to recognize word.

c) Syntactic Structure

The third problem is about syntactic structure. One of the factors that effect this problem is the consistency of students’ ability to understand structure of spoken language and in written
language. Usually, students are more easily understand the structure in written language such as text than in spoken language. So, when they read they seems to doubt do decide where the right meaning of the text is.

d) Word Meaning

The fourth problems are word meaning. Many students had difficulty with meaning of some word. Usually, students when they were in the beginning level of reading, they seem didn’t aware enough with vocabularies they read. So, when the students go to the nest level of reading they get poor vocabularies because the number and difficulty words are increase than they cannot comprehend text having new even more difficulty vocabularies to them.

e) Background Knowledge

The last problem is about background of knowledge. Many students do not know what they need to know to understand the text they read. The background knowledge takes important role in comprehending reading text. When students do not have sufficient background knowledge about what they read, they failed to comprehend the meaning of the text.
C. Reading Comprehension

1. The Meaning of Reading Comprehension

Reading cannot be separated with comprehension. Comprehension has the same meaning as understanding. When the readers read a text, they need to comprehend what the writer tells about. Comprehension here is the capacity to grasp meaning from the writer's idea in a text.

There are some experts that have shared their own definition of reading comprehension. Reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is mental representation of a text meaning that is combined with the readers’ previous knowledge (Kintsch, 1998 and van Dijk and Kintsch, 1983 cited by Gilakjani, 2016). El Emamy (2009) as quoted by Al-Ghazo (2015:93) explains “reading comprehension is a complex task that depends on many difference automatic and strategy cognitive processes.. She also stated that reading fluency, the ability to read with speed and proper expression, is a critical skill for comprehension. Gardner and McIntyre (1978:68) defined "reading comprehension as the ability to convert written language into forms near those used in either inner thought or dialogue". Harris and Graham (2004:15) interpret "reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as
variables related to the text itself (interest in text, understanding of text types). Harris and Graham also state that "reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency. The integration of background knowledge, vocabulary, and previous experiences (Anderson et al., 1985)."

Based on the description above, it can be concluded that reading comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

2. Theories of Reading Comprehension.

There are three types of theories of reading comprehension. They are mental representations, content literacy, and cognitive processes.

a) Mental representations

Van Oostendorp and Goldman (2007:6) as quoted by Gilakjani (2016:233-234) explains expressed that when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text. A lot of researches supported the many levels of representation are included in constructing meaning. According to Kintsch cited by Gilakjani (2016:233) when a reader is reading a text, three various levels of mental representation are
created. They are the surface component, the text-base, and the situation model.

b) Content Literacy

Content literacy is the ability to read, understand, and learn from texts from a particular matter. There are three types of content literacy: general literacy abilities, content-specific literacy abilities, and previous knowledge of content. The general and the content-specific literacy abilities indicate some more general type of knowledge that does not hinge on the detailed content of a particular text.

c) Cognitive Processes

The application of syntactic and semantic rules together with the activation of more particular previous knowledge occurs automatically and unconsciously. Various cognitive processes are more or less conscious. Perception is defined as the highly automatic and unconscious processes. For instance, when we see a dog and directly know it as a dog; we are conscious of the outcome of the process but there isn’t any active and conscious thought processes for this identification. Problem solving deals with active thinking when we want to remember the name of a person we see and know. Accordingly, when we read a text without having any difficulties in comprehending what we read, the process is related to perception than problem solving because the process of comprehending is
unconscious. This is comprehension is located somewhere between perception and problem solving (Kintsch, 1992 cited by Gilakjani, 2016).

3. Effective Strategies for Reading Comprehension.

There five of strategies of reading comprehension. These strategies are explained below.

a) Activating and Using Background Knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consists of individuals' experiences with the world together with their concepts for how written text work, involving word recognition, print concepts, word meaning, and how the text is formed (Anderson & Pearson, 1984).

b) Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text. Creating relevant questions helps good readers to concentrate on difficulties with comprehension and to take the necessary actions to solve those problems (Pressley, Symons, McGoldrick, & Snyder, 1995 quoted by Gilakjani, 2016).
c) Making Inferences

Anderson & Pearson, (1984) ; Hansen & Pearson, (1983) cited by Gilakjani (2016) explain that “readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening.” It means they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make meaning. Being able to make inferences is an important factor for readers’ successful reading.

d) Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to obtain meaning from what they read. Before reading, readers may apply what they know about a writer to forecast what a text be about. The title of a text can operate memories of texts with the same content, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what occurred next, or what opinions the writer offered to support a discussion. Readers try to assess these predictions ceaselessly and change any prediction that is not approved by the reading.
e) Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement or the episodes that result in certain important historical happenings. Effective summarizing of narrative text includes things such as connecting happenings in a story line or recognizing the elements that stimulate a character’s activities and conduct (Honig, Diamond, & Gutlohn (2000) cited by Gilakjani, (2016).

D. Critical Reading

In today’s society many individuals read and suggest that they had a reading habit. It is emphasis that reading should do continuous and regular in reading habit’s definition. In critical reading, while readers read text continuous and tidy, they should read critical. In critical reading habits individuals who have this habits, read critical continuous and tidy.

Critical reading is defined by Ozdemir (2003) as quoted by Gunes (2014:961); individuals think about what they read, evaluate what they read and it become habit to use their own value judgments while they are reading. Carvetti, Pardales and Domico explained the critical reading.
Flynn, (1989) cited by Talebi and Marzban, (2015), critical reading involves “an interactive process using several levels of thought simultaneously”. "Critical reading" is considered as teaching the students to think while reading. It is described as "learning to evaluate, draw inferences, and arrive at conclusions based on evidence"(Collins, 1989). In fact, students learn to read personally, actively, and deeply (Sweet, 1993). Critical reading regarded as "turning knowledge into wisdom" is one of the central skills in learning. It is the ability to learn from text, to think analytically and critically. According to Popkewits and Flender, (1999), Critical reading suggests teaching the students the way to analyze and improve reading and writing assignments from the perspective of formal, logical pattern of consistency.

In critical reading process reader should think and comment about writer’s message’s and why writer about this subject. In this context, reader evaluate the text while reading, view the text about own knowledge. If individuals realize reading behavior like this, we can say they have critical reading habit. Critical reading is important for both critical thinking and provide most pleasure from reading. Readers who don’t read critical generally accept the ideas in text incontestable and memorize, reader who read critical watch out the text what it tell about, which idea support them and how the ideas describe. In Asilioglu, (2008) cited by Gunes, (2014), cognitive learning’s comprehension level is formed by information, purchase, practice, synthesizes, consideration and normal reader only stay at information level.
critical reader while reading use all these levels (Asilioglu, 2008 cited by Gunes, 2014).

While doing critical reading, reader should ask you some questions. These questions:

1. Why am I reading that?
2. Who write this text?
3. Can I understand what they tell?
4. Before I read should I think about it?
5. Information which I read in text should I search other source to check them?
6. Truth in this text, how is different from my environment’ s truth?

For realize the critical reading positively classified the texts. For his classified story (fable, short story, novel, sciencefiction), drama, poem species are fiction text. Nonfiction texts are narrativetexts (biography, autobiography, memory, travel writing, interview), information texts (source text, textbooks, scientific article) and persuasion texts (journal and newspaper article, column, politic texts).

Before reader guess about why he/she want to read, what he/she provide from the text how is event can be develop, purpose of reading, illustrate the events in minds, examine the information which he/she hesitate, even continue to read when he/she don’t understand lay bare of the event,
question to text and while reducing show up the text message. A reader while reading nonfiction text, ask yourself 5w1h questions.

From Adali (2010:144) in details reader who read nonfiction text should use these techniques;

1. Designation purpose
2. Designation purpose of writer
3. Designation of writer’s tendency
4. Designation of writer’s main idea
5. Separation of event from the thought
6. Designation of writer use primitive details
7. Designation of text fiction
8. Evaluate the text

Before reader start to read, designate his/her reading purpose, then evaluate what the writer’s purpose of writing this text; for information or for fun? Why writer write text? What’s the writer’s opinion about this subject? What’s the truth and thought in the text, reader realize them? Also, for evaluate the text reader ask these questions; are the events easeful sequence? Is the text organized clearly? Is the writer’s opinion support an information? Is the writer experienced? Which perspective writer show up in the text? Adali, (2010:143-144).

Besides the readers use all these techniques, knowledge that is exist in her/his mind, should use while reading process and information that in the text comparison them. When he/she behave like this, he/she read critical. To
teach critical reading, continuous and regular education can be given in the 
schools. Before teaching critical reading education activities can do for 
student’s comprehension level development. Asilioglu(2008:8), For critical 
reading A person must have comprehension skill. And then learn to compare 
the information in the text and knowledge in his/her mind. In teaching critical 
reading, some steps must have teach to students;

1. Have verifying about the text
2. Design the issue of the text that he/she is reading
3. To provide student ask about text to yourselves
4. To compare the opinions in the text and in his/her mind
5. While analyze the each paragraph in the text show up the texts 
   main idea and text’s structure.
6. Comment to the opinions in the text
7. Compare with text that read before

E. Critical Reading Strategy

There are some critical reading strategies three of which were provided to 
the participants by the means of some pamphlets, and were directly instructed 
to them by the researcher in this study. These strategies are fully explained 
here:

The first strategy utilized in this study was annotating. Based on Diyanni 
(2002:4) this is the strategy the researcher explicitly taught during reading 
which is actively reading the text while reading and marking, circling, or 
writing some key words, and the meaning of unknown words (synonym and
antonym) and the definitions in the margin. Based on Susa (2004:22) by applying this strategy, the learners pay attention to the unknown words and they are not ignoring the unknown words in the text. The learners should also have a pencil in hand so that they can "annotate" their text. Key words or symbols in the margin refer to the significant information. Also at the end of sub-sections, the reader can write short summaries in the margins, and follow the steps of the process by writing numbers in the margin. He can write questions in the margin beside the answer in the text, and identify the audience’s challenging ideas, knowledge, sentiment, and beliefs. Furthermore, the reader can note his every personal experience on the topic. Marking, circling, or underlining the words which demonstrate voice, tone, sentiment, and the style of writing, and recognizing the information or evidence which demonstrates the historical, cultural, and biographical context of the text are recommended. The learners are also taught to make any connections to other sources they already have read on the topic.

The second strategy of this study was inference which takes place after guessing. Loafer (1997) argued that a learner who has been taught guessing strategies would not automatically produce correct guesses while reading. The factors, availability of clues, familiarity with the clue words, and presence of misleading clues effected guessing. According to Brown (1993) a number of learning texts and contextual factors that influence the success of L2 lexical inference have also been identified in many researches on the topic. Inference was one of the strategies which the researcher has applied.
while reading. This strategy is common in critical reading. Reading is a process that is not regarded as separate units. The reader is frequently engaged in guessing meaning through encountering with the text. The meaning which is derived by the reader is influenced by the context, the reader's aim for reading and the situation of reading.

The last strategy used by the researcher was summarizing which helps the learners to self-correct by the means of reading the text again and again, checking the topic sentences, identifying the main ideas, and relating passages to each other. In this study, the participants first looked for main information while their reading and then they switched to style, details, and examples in the subsequent readings. If the participants were being asked to summarize a particular piece of writing or the texts, they would want to look for the main points. Summarizing the text which the participants have read was a valuable way to check their understanding of the text. When they summarized, they were able to find and write down the main points of the text. They restated a summary which reflected the author's main point, purpose, intent and supporting details in their own words. They were also able to discard information seemed redundant or trivial from their summary on their reading assignment. Summarization fostered the understanding of the text, as they needed to be able to recreate the meaning of the text in their own words. Summarizing made it possible for the participants to analyze and critique the original text. In order to understand the material they should read
it over as many times as necessary and notice the unfamiliar words at the same.

F. Journal

Based on some books and researcher, there are many definition about journal. Firstly from Sekhar (2014:47) in his book, he said that “journal is a book of accounts in which all day to day business transactions are recorded in a chronological order i.e. in the order of their occurrence.” Transactions when recorded in a journal are known as entries. It is the book in which transactions are recorded for the first time. Journal is also known as ‘Book of Original Record’ or ‘Book of Primary Entry’. Journal articles are shorter than books and written about very specific topics.

A journal is a collection of articles (like a magazine) that is published regularly throughout the year. Journals present the most recent research, and journal articles are written by experts, for experts. They may be published in print or online formats, or both. Haelly (2006:23)said “a journal contains articles and is regularly published.” Journals are published on a regular basis (monthly, quarterly, etc.) and are sequentially numbered. Each copy is an issue; a set of issues makes a volume (usually each year is a separate volume). Like newspapers and magazines, journals are also called periodicals or serials.

There are many types of journals, including:

1. peer-reviewed journals

2. scholarly, academic and scientific journals
3. trade journals or magazines
4. professional journals
5. current affairs journals

G. Journal Based Learning

Wolf (2018:1) said, “The Journal of Educational Research or journal based learning is publishes research manuscripts in the field of education. Work must be of a quality and context that the Editorial Board think would be of interest to an international readership.” The journal reaches a global audience of educational researchers, teacher trainers, students and researchers in associated fields (e.g. psychology, sociology, social anthropology, politics and economics) who have an international perspective on education. The aims and scope of the journals are to:

1. Provide a journal that reports research on topics that are of international significance across educational contexts
2. Publish high quality manuscripts that are of international significance in terms of design and/or findings
3. Encourage collaboration by international teams of researchers to create special issues on these topics.

Proposals for special issues and individual papers can be on any contemporary educational topic of international interest. Reports of high quality educational research involving any discipline and methodology welcome. However, the journal's aim and scope is to ensure it publishes high quality research that could potentially inform research, policy and practice beyond the context of that in which the original work is
undertaken. The research reported does not have to be comparative (in the sense of comparing aspects of education in different countries or cultures); a paper may report research carried out in just one location or cultural setting. Work can be drawn from any context or research paradigm. However, the Journal tends to publish empirical research studies that have clear significance to an international readership. Therefore, work must have the following features:

1. A strong theoretical framework.
2. Clear understanding of how literature critically relates to the topic researched.
3. Strong design and analysis
4. Critical analysis and recommendations for further research, policy and practice in an international context
5. It must follow the 'Instructions for Authors' advice given

As well as papers, which report the findings of empirical research, papers, which provide critical literature reviews of research on specific educational topics of international interest, also be welcome.

In his article, Wolf (2018:2) said that “The Journal of Educational Research publishes regular papers and special issues on specific topics of interest to international audiences of educational researchers.” Regular issues have an open call for manuscripts. Strong manuscripts be reviewed. There is an Editorial Board policy that weaker manuscripts or manuscripts that do not follow the Guidelines for Authors be rejected before review.
Special issues are usually composed of individually invited manuscripts handled by a guest editor. Guest editors have responsibility for putting together the author team and handling the peer review process. Examples of recent Special Issues published in the journal illustrate the breadth of topics that have be included in the journal: 'Representing Diversity', 'Cross Circularity', and 'Classroom Based Talk'. Please note that proposals for special issues must be in the format described in the Guide for Authors.

H. RUBRIC

Based on Eisner (2009) at Marija, et al., (2014: 4) rubric is important because as a tool that can be used to assist student students by providing a comprehensive frame work. It can be significantly reduce the time that teacher need in order to assess the student’s work. It can be concluded that to evaluate student’s reading comprehension using a rubric helped teacher to assist students. There is a rubric for evaluate reading comprehension as below:

Table 2.1

The rubric of reading comprehension

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td>4</td>
<td>Answer are mostly correct demonstrate excellent comprehension. Opinion options are always fully justified.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Answer</strong></td>
<td>Answers are often correct and demonstrate good comprehension. Opinion are adequately justified</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>4 Answers are mostly complete, extensive, and include many details.</td>
<td>3 Answers are usually complete include several detail</td>
</tr>
<tr>
<td></td>
<td>2 Answers contain some details.</td>
<td>1 Answer lack the required detail or are incomplete.</td>
</tr>
<tr>
<td><strong>Use of Information</strong></td>
<td>4 Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrase are often included in answer.</td>
<td>3 Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrase are sometimes included in answer.</td>
</tr>
<tr>
<td></td>
<td>2 Answer include occasional supporting occasional supporting evidence from the text when necessary</td>
<td>1 Answer do not included supporting evidence from the text when necessary.</td>
</tr>
<tr>
<td><strong>Clarify</strong></td>
<td>4 Answers are very easy to understand. They are clear and consistent.</td>
<td>3 Answers are always easy to understand</td>
</tr>
<tr>
<td></td>
<td>Answer the difficult to understand Mechanic</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Work contains many spelling and grammar error.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Work contained several spelling and grammar errors</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Convention spelling and grammar usually error.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Convention spelling and grammar is mostly correct.</td>
<td></td>
</tr>
</tbody>
</table>

I. **Hypothesis**

Ha: There is a significant difference between the effect using critical review technique and do not use critical review technique in student's reading comprehension, especially wrap in the journal based learning text toward students' reading comprehension of the third semester students of English Education Department in IAIN Salatiga in the academic year 2018/2019.

Ho: There is no significant difference between the effects using critical review technique and do not use critical review technique in student's reading comprehension, especially wrap in the journal based learning text toward students' reading comprehension of the third semester students of English Education Department in IAIN Salatiga in the academic year 2018/2019.
CHAPTER III
REVIEW OF THE RELATED LITERATURE

This chapter contains the methodology of the research including research design, research schedule, data collecting, the technique of data analysis, and the last is school profiles.

A. Research Setting

1. Research Time and Setting

This research conducted in September 7th 2018 until October 26th 2018. It was conducted for the third semester students of English Education Department of IAIN Salatiga in the academic year of 2018/2019. It is located in Jln. Lingkar Salatiga Km.2 and the time held in the academic year of 2018/2019.

2. General Situation of IAIN Salatiga

State Institute for Islamic Studies or IAIN Salatiga is the only one State Islamic University in Salatiga, Central Java province, Indonesia, based on the Regulation of the President of Republic Indonesia of State Islamic Institute transform into State Institute for Islamic Studies (IAIN) Salatiga.

Since its establishment until now, IAIN Salatiga has gone through a long history, and has undergone several institutional changes. The establishment was pioneered by the ideals of Salatiga Islamic community to have Islamic Universities. Hence, there was established the Faculty of Education Institute of Teacher Training and Education (Teachers’ Training College) in Salatiga. It was located at Diponegoro Street No. 64 Salatiga.
Recently, IAIN Salatiga owns three buildings. It is located at TentaraPelajar Street No. 2 Salatiga, NakulaSadewa V Street No. 2 Salatiga, and Pulutan, Sidorejo, Salatiga. IAIN Salatigahas five faculties such as Teacher Training and Education Faculty, Economic and Business of Islamic Faculty, SyariahFaculty, Ushuludin and Humanities Faculty, and Dakwah Faculty.

3. Time Schedule of The Research

The research has done on October 2018. The table is shown below:

Table 3.1

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>September 7(^{th})2018</td>
<td>Observation</td>
</tr>
<tr>
<td>2.</td>
<td>September 14(^{th})2018</td>
<td>Giving Pre-test</td>
</tr>
<tr>
<td>3.</td>
<td>September 21(^{st})2018</td>
<td>Treatment</td>
</tr>
<tr>
<td>4.</td>
<td>September 28(^{th}) 2018</td>
<td>Treatment</td>
</tr>
<tr>
<td>5.</td>
<td>October 5(^{th})2018</td>
<td>Giving Post-test</td>
</tr>
<tr>
<td>6.</td>
<td>October 6(^{th})2018 – October 26(^{th})2018</td>
<td>Writing research report</td>
</tr>
</tbody>
</table>

B. Research Approach

The researcher used quantitative approach in this research. Accordingto Kothari (2004:3), all the measurement of quantity or amount is the basis of quantitative research. All phenomena that can be stated in terms of quantity can be applied using this approach. The quantitative research field holds a positivist view
of the world by mean that the researcher believed that there were truth out there. Then the researcher uses design of the study is a quasi-experimental design of quantitative. According to Muijs (2004: 27), quasi-experimental research is especially suited to looking at the effects of an educational intervention, such as a school improvement programme, a project to improve a specific elements or a professional development programme.

Therefore, this research met the characteristics as a quantitative research as Creswell (2012: 13) explains. Firstly, it described a research problem by explaining the relationship between variables. Secondly, it provided problem statements and hypotheses of the study. Thirdly, the problem statements and hypotheses were created in specific, narrow, measurable, and observable. Fourthly, it collected numeric data such as score of students’ pre- and post-test by using instruments. Finally, it was written using standard, fixed structures and evaluation criteria, and took objectives.

C. Research Method

Research method is very useful in order to collect, analyze, and interpret data using quantitative research. For that reason, to get the result the researcher used a quasi-experimental research. A quantitative study consistent with formula, numbers, and analyzed with statistical procedure. Darmawan (2013:127) explains the term ‘method’ is derived from Greek word ‘methodos’ that means way or steps. In scope of scientific studies, a method is linked with the way on how to understand an objectives being studied. It means that, a research method was the
researcher’s way to collect data and to gather information regarding with the problems that were researched. This research method was experiment. Here, the researcher determined the influences of a result by testing an idea, practice, or procedure.

D. Research Design

There are many research designs offered in quasi - experimental design. One of them is single subject design. The researcher decided to use the design for the reason that the design was the most widely used in quasi - experimental research.

Research design can help the researcher to make the research not waste time. So, researcher design the research as bellow to make time more efficient and the most important is to find out the difference before and after teaching reading by using Critical Reading Strategy.

Furthermore, based on Cresswell (2012:21) states that quasi - experimental research is kind of procedures in quantitative research in which with investigator determines whether an activity or materials make a difference in result participant. For this type research, researcher used Single Subject Design research to get the result and to know the effectiveness after using Critical Reading Strategy toward student’s reading comprehension. Sugiyono (2015 : 110) states that Single Subject design is an experiment group that measured the dependent variable (pre-test), then giving a stimulus to measure the dependent variable (post-test) without any comparing group.
In this research, the researcher chose one class to be experimented. That class is going to be given a treatment by using Critical Reading strategy. Firstly, the researcher gave pre-test for that class, after that, the researcher calculate their score to find out the mean. Furthermore, the researcher give treatment to that class. Then, the researcher chose give post-test to the class that theresearcher chosen before, to see the effectiveness after using Critical Reading Strategy. After post-test conducted, the researcher also analyze the data.

Table 3.2
Research Design

<table>
<thead>
<tr>
<th>No.</th>
<th>Experimental Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving Pre Test</td>
</tr>
<tr>
<td>2</td>
<td>Calculate the result</td>
</tr>
<tr>
<td>3</td>
<td>Analyze the result</td>
</tr>
<tr>
<td>4</td>
<td>Treatment by Critical Reading Strategy</td>
</tr>
<tr>
<td>5</td>
<td>Giving Post test</td>
</tr>
<tr>
<td>6</td>
<td>Calculate the result</td>
</tr>
<tr>
<td>7</td>
<td>Analyze the result</td>
</tr>
<tr>
<td>8</td>
<td>Concluding the result</td>
</tr>
</tbody>
</table>

E. Population and Sample

A population is a group of people or items from which the data are collected. It is mean that a group measured the dependent variable (pretest), then given a stimulus, and measured the dependent variable (posttes), without any
comparison group. Furthermore, Cresswell (2012:142) a population is a group of
individuals who have same characteristic. Then the researcher took the population
of the study are the third semester students of English Education Department in
IAIN Salatiga in the academic year 2018/2019 which is consist of 8 classes and
231 students.

Sample was selected of a few from bigger group called population. The
researcher used purposive sampling technique. According to Arikunto (2014: 174)
in purposive sampling, the sample is chosen for a specific purpose to be the
representatives. According to Arikunto(2010 : 174) he stated that the definition of
sample is the part of the number and the characteristic of population which is
-going to be learn and take the conclusion. In this research, the writer is going to
use cluster random sampling which is belongs to probability sampling. In other
words, the writer use this form to get some participants randomly based on the
population. The total of sample of this research is 26 students from the third
semester of the critical thinking of reading class.

F. Method of Data Collection

a) Pre-Test

The researcher used pre-test. It aimed to know how far the students’
reading comprehension especially on critical reading journal based learning
text has not been applied beforehand.

b) Post-Test

After received the intervention of critical reading in journal based learning
text. The students were asked for doing the post-test.
c) Documentation

The researcher used documentation as the secondary method to collect the data. In this research, the researcher documented the students’ attendance list, test sheet, photos report.

G. Research Instrument

To carry out the research, there are some ways of collecting the data. To collect the data, the researcher needs an instrument. According to Arikunto (2013:192) states that, “instrument is a tool used by the researcher when conducting a research method.” It means instruments have an important role in gathering data that are needed by the researcher. Some kinds of instruments are tests, questionnaire, interview, observation, rating scale, and documentation.

Based on the statements above, we know that without instruments of research the research would not be done. In this research, the researcher chose tests, observation, and writing scale, as an instrument which is help the researcher in conducting the data. So, the instruments that the researcher used are as follow:

1. According to Arikunto (2010:193), tests are any series of questions or of exercise or other means to measure the comprehension, knowledge, intelligence, capacity, or attitude of an individual. The test would use in getting the data. The researcher conducted two times of tests, which are; first as pre-test, second as post-test after treatment.

2. Observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives. When using this instrument, the
researcher observes the “classroom interactions and events, as they actually occur” (Burns, 1999:80).

The researcher applied written test for this research. It consisted of 30 items. The items were all about racing comprehension. They were divided into two parts. Part A consisted of 25 items of multiple choices and part B consisted of 5 items of questions of essay. The test is about student’s reading comprehension in journal based learning text. Students should be answering each question carefully to get the maximum score. The maximum score of the test is 100.

H. Evaluation Criteria

In addition, the researcher make a rubric to help evaluate the students during research. Based on the researcher’s observation from the other researcher.Konireza (2017:53) explains that the passing grade of reading comprehension as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90-100</td>
<td>Excellent</td>
<td>If the students answer almost the questions correctly</td>
</tr>
<tr>
<td>2.</td>
<td>70-89</td>
<td>Good</td>
<td>If the students answer the questions with less errors</td>
</tr>
<tr>
<td>3.</td>
<td>50-69</td>
<td>Good Enough</td>
<td>If the students answer the questions with enough errors</td>
</tr>
<tr>
<td>4.</td>
<td>&lt;49</td>
<td>Bad</td>
<td>If the students answer almost the questions wrongly</td>
</tr>
</tbody>
</table>

I. **Method of Data Analysis**

The researcher did some steps to analyze the data, they were:

a. Scored the students’ test

The researcher scored the result of pre- and post-test. The researcher used point scale of 0-100 to measure the students answer.

b. Calculated the result of the test

In this research, to analyze the data, the researcher used inferential statistic. The technique that used to test the difference of mean score before and after treatment is t – test, it is to check the affectivity of the treatment. By t – test the researcher knew the differences mean of before and after treatment.

a. To find out the average score of pre-test and post-test, the researcher used this formula below:

a) Pre-test of experiment class

\[
X_1 = \frac{\sum x_1}{N}
\]

Note:

X1 : Mean of students’ pre-test score in the experimental class

Σx1: Total score of pre-test in the experimental class

N : Amount of students who involve in the test
b) Post-test of experiment class

\[ X_2 = \frac{\sum X_2}{N} \]

Note:
X_2 : Mean of students’ post-test score in the experimental class.
\( \Sigma X_2 \): Total of students’ post-test score in the experimental class.
N : Total number of respondent (students).

b. To find out the deviation standard that processed in T-test calculation, the researcher used this formula below:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Note:
SD : Deviation Standard
D : the difference between pre-test and post-test result
N : Amount of students who involve in the test

c. To find out the effectiveness between x and y by calculate t hitung(uji-t), the researcher uses this formula, in order to analyze the effectiveness of the method used in the learning process the researcher used this formula below:
Note:
To: T-test
SD: Deviation Standard (SD for one sample t test)
D: Difference score between pre-test and post-test result
N: Amount of students who involve in the test.

J. **Statistical Hypothesis**

Before conducting the result of hypothesis, there are statistical research hypothesis as follows:

Ha: \{μ1≠μ2\}
Ho: \{ μ1=μ2\}

1. If there is an effectiveness of student’s reading score after they are taught by Critical Reading Strategy. It means that Critical Reading Strategy is effective in teaching reading comprehension and it is an alternative hypothesis (Ha).

2. If there is no effectiveness of student’s reading score after they are taught by Critical Reading Strategy. It means that Critical Reading Strategy is not effective in teaching reading comprehension and it is null hypothesis (Ho).
CHAPTER IV

ANALYSIS AND DISCUSSION

A. Data Presentation

1. Pre-Test

There are 2 kinds of test that conducted by researcher during the research. In the first time researcher conducted the pre-test before giving treatment. Treatment held to evaluate the students reading comprehension before Critical Reading Strategy is implemented.

Table 4.1

Students Pre-test Score

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMN</td>
<td>58</td>
</tr>
<tr>
<td>2.</td>
<td>ANA</td>
<td>58</td>
</tr>
<tr>
<td>3.</td>
<td>ANN</td>
<td>64</td>
</tr>
<tr>
<td>4.</td>
<td>AAH</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>BBS</td>
<td>66</td>
</tr>
<tr>
<td>6.</td>
<td>DSK</td>
<td>44</td>
</tr>
<tr>
<td>7.</td>
<td>EAS</td>
<td>58</td>
</tr>
<tr>
<td>8.</td>
<td>ESW</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>EKP</td>
<td>50</td>
</tr>
<tr>
<td>10.</td>
<td>FTM</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11.</td>
<td>FZA</td>
<td>70</td>
</tr>
<tr>
<td>12.</td>
<td>FHA</td>
<td>68</td>
</tr>
<tr>
<td>13.</td>
<td>INI</td>
<td>50</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>68</td>
</tr>
<tr>
<td>15.</td>
<td>KRP</td>
<td>46</td>
</tr>
<tr>
<td>16.</td>
<td>KKA</td>
<td>50</td>
</tr>
<tr>
<td>17.</td>
<td>KDW</td>
<td>62</td>
</tr>
<tr>
<td>18.</td>
<td>MLA</td>
<td>52</td>
</tr>
<tr>
<td>19.</td>
<td>NNA</td>
<td>50</td>
</tr>
<tr>
<td>20.</td>
<td>RNZ</td>
<td>68</td>
</tr>
<tr>
<td>21.</td>
<td>RTA</td>
<td>62</td>
</tr>
<tr>
<td>22.</td>
<td>RDM</td>
<td>58</td>
</tr>
<tr>
<td>23.</td>
<td>RAT</td>
<td>56</td>
</tr>
<tr>
<td>24.</td>
<td>RAA</td>
<td>62</td>
</tr>
<tr>
<td>25.</td>
<td>SAF</td>
<td>60</td>
</tr>
<tr>
<td>26.</td>
<td>STC</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1530</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>58.85</td>
</tr>
</tbody>
</table>
The table above figured out the scores of student’s reading comprehension before giving a treatment. The average score of student’s pre-test is 58.85. Based on the evaluation criteria the average score is good enough. The highest score is 70 and the lowest score is 44.

2. Post test

Post test was given after treatment by Critical Reading Strategy in teaching reading comprehension.

Table 4.2

Students Post-test Score

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AMN</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>ANA</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>ANN</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>AAH</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>BBS</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>DSK</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>EAS</td>
<td>78</td>
</tr>
<tr>
<td>8</td>
<td>ESW</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>EKP</td>
<td>78</td>
</tr>
<tr>
<td>10</td>
<td>FTM</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11.</td>
<td>FZA</td>
<td>82</td>
</tr>
<tr>
<td>12.</td>
<td>FHA</td>
<td>84</td>
</tr>
<tr>
<td>13.</td>
<td>INI</td>
<td>78</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>86</td>
</tr>
<tr>
<td>15.</td>
<td>KRP</td>
<td>76</td>
</tr>
<tr>
<td>16.</td>
<td>KKA</td>
<td>72</td>
</tr>
<tr>
<td>17.</td>
<td>KDW</td>
<td>78</td>
</tr>
<tr>
<td>18.</td>
<td>MLA</td>
<td>82</td>
</tr>
<tr>
<td>19.</td>
<td>NNA</td>
<td>80</td>
</tr>
<tr>
<td>20.</td>
<td>RNZ</td>
<td>80</td>
</tr>
<tr>
<td>21.</td>
<td>RTA</td>
<td>70</td>
</tr>
<tr>
<td>22.</td>
<td>RDM</td>
<td>84</td>
</tr>
<tr>
<td>23.</td>
<td>RAT</td>
<td>78</td>
</tr>
<tr>
<td>24.</td>
<td>RAA</td>
<td>88</td>
</tr>
<tr>
<td>25.</td>
<td>SAF</td>
<td>74</td>
</tr>
<tr>
<td>26.</td>
<td>STC</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>77.23</td>
</tr>
</tbody>
</table>
The table figured out the average score of post-test of the students which is 77.22. There were 26 students. The average of score increased that was from 58.85 to 77.23. Based on the evaluation criteria classified as good.

**B. Data Analysis**

The researcher used Shapiro Wilk to test the normality, then pair samples statistics and pair samples test to calculate the significant of the best. Based on the normality formula, the test can be concluded as normal if the sig table > 0.05. The result of pre-test and post-test as the table below:

a. Normality of pre-test and post-test

Table 4.3

<table>
<thead>
<tr>
<th>Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnova</td>
</tr>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>Pretest</td>
</tr>
<tr>
<td>Postes</td>
</tr>
</tbody>
</table>

From The table above figured out that the significant of table both of pre-pest and post-test are > 0.05. The result of pre-test is 0.175 which means higher than 0.05 and also the post-test is 0.695 which means higher than 0.05. So, it can be concluded that the pre-test and post-test of group distributed are normal.
b. Data analysis of pre-test and post-test

To know the significant difference before giving Collaborative Strategic Reading (pre-test score) and after giving Collaborative Strategic Reading (post-test score) to teach reading comprehension. The researcher calculate by using pair Sample T-test.

Hₐ is accepted : sig (2-tailed) < 0.05
H₀ is rejected : sig (2-tailed) > 0.05

Table 4.4

Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest</td>
<td>26</td>
<td>44.00</td>
<td>70.00</td>
<td>58.8462</td>
<td>7.35768</td>
</tr>
<tr>
<td>postes</td>
<td>26</td>
<td>64.00</td>
<td>88.00</td>
<td>77.2308</td>
<td>5.88087</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5

Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>18.38462</td>
<td>7.79783</td>
<td>1.52928</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25</td>
<td>.000</td>
</tr>
</tbody>
</table>

T table df 25 = 2.060
The table 2.8 above show that the mean of student’s pre-test is 58.85. Furthermore, after giving treatment using Critical Reading Strategy the mean of students has increased. In other word, the student’s post-test is 77.23. So, it can be concluded that the mean of student’s post-test score is higher than student’s pre-test score.

Based on the table 2.9 it shows that the result of sig (2-tailed) is 0.000 which is means < 0.05. Then, T-test of the table above is 12.022 which is > T-table 2.060. It can be concluded that Ha is accepted. In other word, there is significance difference of student’s reading score before they are taught by using Critical Reading Strategy and after they are taught by using Critical Reading Strategy. It also means that Critical Reading Strategy is effective to use in the reading class in order to comprehend the text.

C. Discussion

To answer the research questions, the researcher has made the following table below for easier analysis:

a. Analysis before treatment

Based on the table 2.5 above the mean of student’s pre-test is 58.85 from 26 students that following the test. Furthermore, the result of normality test from pre-test is 0.175 which means higher than 0.05. So, it can be concluded that pre-test group distributed is normal.

b. Analysis after treatment

According to the table 2.6 above the mean of student’s post-test has increased from 58.85 to 77.23 because the researcher has given a
treatment using Critical Reading Strategy toward 26 students. In addition, the result of normality test from post-test is 0.695 which means higher than 0.05. For that reason, it can be concluded that post-test group distributed is normal.

c. Difference between student’s pre-test and post-test

According to the table 2.8 above show that the mean of student’s pre-test is 58.85. Furthermore, after giving treatment using Critical Reading Strategy the mean of students has increased. In other word, the student’s post-test is 77.23. So, it can be concluded that the mean of student’s test got increased and the post-test score is higher than student’s pre-test score.

Furthermore, based on the table 2.9 shows us that the result of sig (2-tailed) is 0.000 which is means < 0.05. Then, T-test of the table above is 12.022 which is > T-table 2.060. The researcher can conclude that null hypothesis H0 was rejected and alternative hypothesis Ha was accepted. In other word, there is significance difference of student’s reading score before they are taught by using Critical Reading Strategy and after they are taught by using Critical Reading Strategy. It also means that Critical Reading Strategy is effective to use in the reading class in order to comprehend the text.

Based on the researcher observing, another difference of students who are taught by using Critical Reading Strategy they were enjoy, enthusiasm, and decrease their bore feeling in English class especially
while they are reading. It is very contrast while the researcher was observing student’s pre-test work before they got a treatment from the researcher. They look a little bit bored because they have to read most of question with a text by themselves and working individually.

Shortly, Critical Reading Strategy has given positive effect for the students in learning activity especially in their reading comprehension. They are not only get a good skill in comprehending the text, but also their motivation and working cooperatively. In this case, Critical Reading Strategy is effective to use in the class.
CHAPTER V

CLOSURE

A. CONCLUSION

Based on the result of the research for the third semester students of English Education Department in IAIN Salatigawhich is entitled “The Effectiveness of Using Critical Reading Strategy to Teach Reading Comprehension on Journal Based Learning Text”, the writer could conclude as the finding of this research as follow:

1. The profile of students’ reading comprehension after they are taught by using Critical Reading Strategy was low. The calculation shows the result of pre-test and post-test for experimental group. The mean of pre-test is 58.85 while the mean of post-test was 72.23. The mean of post-test is higher than the mean of pre-test. The different between the students’ pre- and post-test mean taught by Critical Reading Strategy is 13.38.

2. There was significant difference from the students’ reading comprehension between using critical reading strategy and who do not use critical reading strategy in study journal based learning text for the third semester students of IAIN Salatiga in the academic year 2018/2019. After and before used Critical Reading Strategy for the third semester students showed in the chapter IV. It was supported by the result of the mean of post-test is higher than mean of pre-test. The
T-test was 12.020 higher than T-table 2.060, and also the result of sig (2-tailed) is 0.000 which is means lower than 0.05 It can be concluded that alternative hypothesis (Ha) is accepted.

B. SUGGESTION

Based on the research findings, the researcher would like to propose some suggestions, which are addressed for the teachers, students, and other researchers.

1. For the teachers
   a. Critical Thinking Strategy is suggested for English teachers to be used while teaching reading comprehension.
   b. The teacher should motivate and give great explanation that learning English, especially reading comprehension is such an easier to understand.
   c. The strategies of teaching reading comprehension influenced the students’ ability to learn. Teacher should give pay attention to the fact that students are more encourage to improve the teaching learning process.

2. For the students
   a. Learn many reading strategy.
   b. The students are suggested to use Critical Reading Strategy in reading comprehension to help them increasing their reading comprehension skill.
c. The students should be easier to understand the meaning from the text, actually in journal based learning text.

3. For the other researchers
   a. The finding of the research hopefully employed as starting point of the future research on similar topics.
   b. The researcher should prepare the research well.
   c. The result of the research only confirms the hypotheses, but it does not prove that something is absolutely true at all time. Moreover, the research needs improvement of thought for further studies.
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[https://findword.info/crossword/a](https://findword.info/crossword/a) : The daily written record of experiences and observations.
CURRICULUM VITAE

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Ela Rosita Dewi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nickname</td>
<td>Ela</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>October, 2\textsuperscript{nd} 1996</td>
</tr>
<tr>
<td>Place of Birth</td>
<td>Semarang.</td>
</tr>
<tr>
<td>Address</td>
<td>Dsn.Gumukan, Tegalwaton RT 05 / RW 02, Kec. Tengaran, Kab. Semarang.</td>
</tr>
<tr>
<td>Phone Number</td>
<td>085777441203</td>
</tr>
<tr>
<td>Faculty</td>
<td>Teacher Training and Education Faculty</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>2002 - 2008</td>
<td>Elementary School (SDN 03Tegalwaton) Kab. Semarang</td>
</tr>
<tr>
<td>2008 - 2011</td>
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</tr>
<tr>
<td>2014 – 2018</td>
<td>English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.</td>
</tr>
</tbody>
</table>
APPENDIXES
Kepada
Yth. H. M. S. P., M.Pd., Ph.D
Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Ela Rosita Dewi
NIM : 113-14-112
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelenggaraan studi Jenjang Strate Satu di IAIN Salatiga, mahasiswa
diujikan memenuhi salah satu persyaratan bursa penyelesaian Skripsi.

Adapun judul skripsinya adalah:

THE EFFECTIVENES OF USING CRITICAL READING STRATEGY TO TEACH READING COMPREHENSION IN JOURNAL BASED LEARNING TEXT.

Dosen Pembimbing : Sari Fumurlais M.A.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk
mengadakan penelitian di IAIN Salatiga, mulai September 2018.
Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.P. Dekan,
Departemen Bidang Akademik

Tembusan: 1. Mahasiswa yang bersangkutan
**SATUAN ACAKA PERKULIAHAN**
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**Mata Kuliah** : Critical Thinking Reading  
**Kode Mata Kuliah** :  
**Bobot SKS** : 2  
**Semester/ Kelas** :  
**Dosen Penguasa** : Hammm, Ph.D.

**Standar Kompetensi** : Dapat berfikir kritis sebelum membaca, pada saat membaca, dan setelah membaca sebagai aturan untuk memperoleh pengetahuan sebagai persiapan untuk menulis makalah kelulusan ditajuk sebagai.

<table>
<thead>
<tr>
<th>Perencanaan Ke</th>
<th>Kompeten si Dasar</th>
<th>Indikator Fungsi</th>
<th>Materi</th>
<th>Metode Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Media/ Alat</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1             | Menjelaskan konsep dasar Critical thinking | Dapat menjelaskan konsep dasar Critical | Critical thinking reading | 1. Ceramah  
2. Tanya jawab  
3. Latihan | 1. Membaca tentang konsep dasar Critical thinking of reading  
2. Portofolio | 1. Test Tulis  
2. Portofolio | 90 menit  
2. Board marker  
3. LCD  
4. Laptop | Wallace and Wray, Felicity 2011. *Critical Reading and Writing for Postgraduates* |
<table>
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The Role of Reading in Improving Speaking Skill in the Context of Teaching English as a Foreign Language

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ABSTRACT

Teaching foreign language is a challenging task; in language learning, speaking skill is considered a core productive part of learning. With this in mind, this article investigates how speaking can be made articulate and smooth. Furthermore, this article also determines the relationship between reading and speaking proficiency and extent to which teachers-led reading can affect students’ speaking performance. It is a known fact that lack of vocabulary makes learners stumbling and hesitant in speaking, because words precede communication ahead. In language learning, hesitation/weakness in speaking can be overcome by encouraging learners to read a specific text. If teachers engage their students in worthwhile activities, such as providing appropriate and interesting reading texts in order to enable them to communicate what they have read. This article aims to reveal how reading gears speaking and reduces time in learning foreign language.

Suggested Citation:
1. Introduction
It is widely accepted that reading and listening go hand-in-hand in any language learning. Words reading provides a wide span of vocabulary and listening helps to form exact utterance of words. This can be helpful for foreign language learners who encounter hurdles in finding suitable words to describe the situation. This problem is more acute with the infrequent readers. According to Bright and McGregor (1970, p52), 'where there is a little reading, there will be little language learning. The students, who want to learn English, will have to read unless they move onto speaking track.' Thus, it is clear that reading not only develops writing skill but also helps in improving speaking with speech fluency and sentence accuracy. It creates a sound understanding of semantic and grammatical structure of the language. It is also believed that the students who read a lot are likely to speak well. This is because 'A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. An authentic text is one that possesses intrinsically communicative quality' (Lee, 1995:324). With such advantages of reading in improving and developing language skills, particularly speaking skills, this paper investigates the relationship between reading habit and improving speaking proficiency as reading enriches much needed vocabulary in EFL context and also offers practical language use with interesting examples from various genres.

2. Literature Review
2.1 Speaking
Speaking ability by modern prospective is known as a communicative competence. It involves a syntactic, semantic, and morphological structure of the language. Davies and Pearse (2000, p424) describe the significance of communication as, 'Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom'. With reference to Wikipedia, the term communicative competence was coined by Dell Hymes (1966) and is often replaced with speaking ability. Furthermore, to state more briefly about language learning, Hymes (1972) and Canale (1983) asserted that speaking consists of four components. Explaining these four components, Canale and Swain (1980, p1) pinpointed that 'the strategic competence, grammatical competence, sociolinguistic competence, and discourse competence are four key capabilities of speaking'. By unraveling all these, they enlighten for language learner, strategic competence stating that communication should be according to linguistics limitations. Grammatical competence involves morphological, syntactic, and semantic structure of word and sentence. Sociolinguistics competences are abilities to communicate in society according to norms, culture, gender, professions, and an needs. Discourse competence means articulate fluency with accuracy. Harmer (2001) also points out that 'speaking has many different aspects including two major categories: accuracy, which involves the correct use of vocabulary, grammar and pronunciation while fluency is considered spontaneity and flow to utter words with sequence'. Anne Lazaraton (2001:104), too, suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how
2.2 Reading
Walter R. Hill (1979:4) briefly defines reading as ‘what the reader does to get the meaning he needs from contextual resources’. Hedge (1985: 77) says that ‘through extensive reading learners advance their ability to guess the meanings of unknown words and phrases from clues in the context’. Alderson J.C. (2000, p12) states that ‘reading is built from two components: word recognition and comprehension’. Krashen and Terrell (1989, p88) point out that ‘reading enables the learners to comprehend better which is an important factor that can develop language competence they need for conversations’. Through reading, language learners can learn vocabulary knowledge which may facilitate their speaking performance and their usage of structure in the target language. Grabe (1991: 379) suggested reading skill strategy which comprises six components which can have an effect on learner’s speaking performance. These include:
1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Meta-cognitive knowledge and skills monitoring
Thus, it is accepted fact that reading helps learners to acquire suitable vocabulary and grammatical structure of the sentence. By reading learners understand how words fit together ‘Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading in comprehension’ (Nunan, 2003:68).

2.3 Vocabulary
Vocabulary skills involve recognizing, guessing, and predicting meaning of words using index, headings, subheadings, and non-verbal context. In this regard, Leveilt (1989, p455), ‘vocabulary has a central position in forming an utterance with appropriate meanings and with syntactic, morphological, and phonological structures’. With close understanding of Leveilt’s statement he seems to suggest two points. First, vocabulary is always required in the formulation stage. In other words, no speech can be produced without vocabulary, and vocabulary is indispensable to speaking performance. Second, the lexicon consisting of lemmas and lexemes includes not only vocabulary size but also depth which suggests that both size and depth are related to speaking. Harmer (2001, p402) believes that ‘If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh’. It is accepted fact that, ‘good vocabulary knowledge enhances learners’ confidence in speaking performance’ (Rie Koizumi, 2005: 53). Wrapping the argument, without grammar, very little can be conveyed and without vocabulary nothing can be conveyed.

2.4 Lexical and grammatical knowledge
Vocabulary and grammar knowledge are two key factors of foreign language learning and they both have influence on learner’s speaking performance. Grammar is important to learn for language accuracy and helps learners to build comprehensible sentences in speaking. In order to understand how language works, learners must give attention to grammar. ‘If we only understand what others say partially and superficially, the communication of ideas can’t be properly realized’ (Zhong-guo, Min-yun, 2007: 63). Learners can achieve
better reading comprehension through grammar practice. Reading is a fundamental factor in learning foreign language, those students who read a lot are good at reading, intelligibly expressive and precise in writing – have benefitted vocabulary, and understand grammar and lexicon knowledge. Each time learners acquire structure of a sentence retrospectively good and this practice enables them to build their own language when they need. Hence, reading contributes significantly in second language acquisition. There is a good reason to hypothesize that reading makes a contribution to overall competence, to all four skills (Krashen & Terrel, 1983: 131).

3. Reading and speaking association
Vocabulary knowledge is indispensable and overriding factor for effective communication. Lewis (1993: 23) states that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. Vocabulary can be tersely defined as to be the understanding of the meaning of a word, so communication does not occur if there are no words. Therefore, reading is probably the best way to learn new words. Nation (1995: 7) supports this idea and says that “reading has long been seen as a major source of vocabulary growth”. Most people recognize the important relationship between knowing words and reading well. Eskey (2005: 567), cementing this notion, states that “the relationship between reading and vocabulary is well documented and reciprocal”. Students who read a lot outside the classroom are better both their grasping the context and building their vocabulary which are basic elements to advance speaking skills. A broad span of vocabulary knowledge makes learners precise and articulate in communication. ‘The more reading you will do, the more you will increase your exposure to vocabulary that doesn’t usually make its way into the spoken language’ (Cunningham, 1998: 5). An improved vocabulary will help learners develop their speaking skills. ‘Speech without vocabulary cannot be produced as vocabulary is one of the essential and fundamental components of communication’ (Levelt, 1993). Laufer (1997), too, stresses that ‘without words to express a wide range of meaning, communication in a second language cannot happen in a meaningful way. Learners will improve their speaking competence if they have better vocabulary knowledge which they can get through reading’ Sanacore (1994: 604) opines that ‘encouraging learners to read will lead them guessing the meanings of words, phrases from the context, and the more they read the more they will understand the meanings of sentences and concepts’. Reading habit enables learners to understand a context effortlessly; even they do not know meanings of some words in the text. Learners comprehend the foreign language if they advance their ability of guessing the meanings of words from context which will promote their speaking performance. Dubin and Olshain (1977: 97) assert that ‘through extensive reading, learners learn much vocabulary. They emphasize the benefits of extensive reading as students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning’. They expose language in more natural and well-structured way. In other words, they get different unpressured feeling on the structure of the language when they read for pleasure, and not for a grade or a test. Extensive reading has also an effect on other language skills such as writing and speaking. Extensive
reading, or reading for pleasure, will help the students to comprehend more and as well as continue using the language after the instruction. Oya, Manalo, and Greenwood (2009: 11) suggest that ‘better vocabulary knowledge produces better oral performance’. Accuracy and fluency of learners will get better through reading. They also claim that having good vocabulary knowledge is one of the essential components to gain fluency in speaking performance (Oya, Manalo, Greenwood, 2009: 19). ‘Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence’ (Peacock, 1997:45).

All these above cited arguments support the belief that integrating speaking and reading skills strengthen students’ understanding of the reading material, reveals any problem in their understanding of a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency.

One of the most practical and fruitful ways to improve speaking skill is to be pleasure reader. Extensive reading helps foreign language learners to develop their ability to understand implied meaning of words and its make learners capable of expressing their ideas, feelings, and emotions. Vocabulary knowledge is one of the overriding factors that have influence on fluency in speaking. Reading not only introduces learners to a greater extent of language and contexts, but also helps learners in building up grammar skills. Teachers can help beginners in selecting material by citing to read simple short stories and the books which are meant for native secondary school level children. Students can also select reading material on their own – beginners can read picture dictionaries, grammar books with examples, and especially short phrases (discourse markers) which are used to continue communication. Advanced learners directly can take material what they need of specific vocabulary whether social or professional.

4. Conclusion
Listening naturally generates speaking ability whether in native language or in foreign, but at some points only listening cannot make a person able to use language efficiently. In the context of foreign language, reading not only saves time but also provides suitable vocabulary to convey a message. If a person lives in a target language environment, and learns some words within few years; they can learn wide span of vocabulary and specific use of language by reading. Listening gives words in a year or more than, reading specific text will provide within days or maximum month. To conclude in the words of Al-Deri (2013:61), the use of stories to read in EFL classrooms for developing vocabulary, and thereby speaking skill, of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method. And it should be recommended for all EFL teachers and learners.

About the Author
Faheem Akbar did M.A. in English Literature from University of Sargodha, Pakistan and B. Ed & M. Ed (research-based) from University of Education, Lahore, Pakistan. He is presently pursuing M.A TEFL from Allama Iqbal Open University, Islamabad, Pakistan and also works as a Lecturer in English at Chenab group of Colleges, Gujrat, Pakistan. He has worked for two years with University of Gujrat, in Pakistan as well. His major areas of research interest include—sociolinguistics, pragmatics, and business communication.

References
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http://dx.doi.org/10.1093/elt/51.2.144


http://dx.doi.org/10.1061/41052(345)25

A. **Choose the best option, a,b,c or d**!

1. These are the definition of reading, **except**…
   a. What the reader does to get the meaning from contextual resources.
   b. People advance their ability to guess the meaning in the context.
   c. It is built by word recognition and comprehension.
   d. Turning idea into meaningful sound.

2. When did the article get reached the public readers?
   a. 16/09/2014
   b. 07/12/2014
   c. 25/11/2014
   d. 08/12/2014

3. What is the main idea of paragraph in sub-point 2.1 **Speaking**?
   a. Speaking involves a syntactic structure
   b. Speaking as the communication
   c. Speaking ability is known as a communicative competence
   d. The speaking utterance

4. These are the main capabilities of speaking based on the sub-point 2.1, **except**…
   a. Grammatical competence
   b. Sociolinguistic competence
   c. Discourse competence
   d. Reading competence

5. What is the definition of speaking ability based on literature review point 2?
   a. Speaking ability is communication
   b. Speaking ability is uttering the sound
   c. Speaking ability is familiar as communication competence
   d. Speaking ability is known as the miss-communication.
6. Based on the journal, why are reading and listening accepted “hand-in-hand” in language learning?
   a. Reading helps to form exact utterance of words
   b. Listening provides a wide span of vocabulary
   c. Listening helps to provide the utterance, and reading concerns with vocabulary
   d. Reading and listening are separable

7. What can be improved by reading activity?
   a. Listening skill
   b. Writing and listening skill
   c. Listening and speaking skill
   d. Writing and speaking skill.

8. How many components of reading skill which can effect on learners’ speaking?
   a. 4
   b. 5
   c. 6
   d. 7

9. What can the readers get as if they do an extensive reading?
   a. Advance the ability to explore experience
   b. Advance the ability to deliver the meaning
   c. Advance the ability to guess the meaning of unknown words
   d. Disable the ability to guess the meaning of unknown words

10. What is the main idea of the sub-point 2.3 vocabulary?
    a. With vocabulary anything can be conveyed
    b. Without grammar much can be conveyed
    c. Without vocabulary nothing can be conveyed
    d. Vocabulary is not essential in language learning
11. To define the vocabulary, what is the role of vocabulary in the language (sub-point 2.3)?
   a. Vocabulary forms an utterance with appropriate meanings
   b. Vocabulary forms an utterance with syntactic, morphological, and phonological structures.
   c. The answer of a and b is true
   d. The answer of a and b is wrong

12. What is the synonym of “indispensable” on the sub-point 2.3 vocabulary line -14?
   a. Necessary
   b. Useless
   c. Waste
   d. Vain

13. What is the main idea of 2.4 lexical and grammatical knowledge
   a. Vocabulary knowledge is the main factor on influencing the speaking performance.
   b. Grammar knowledge is not the main factor on influencing the speaking performance.
   c. Vocabulary and grammar knowledge influence the speaking performance.
   d. Vocabulary and grammar knowledge cannot influence the speaking performance.

14. The word “they” in line -3 of sub-point 2.4 lexical and grammatical knowledge refers to…
   a. Vocabulary
   b. Knowledge
   c. Vocabulary and grammar
   d. Vocabulary and grammar knowledge

15. Based on the sub-point 2.4, why is grammar important to learn for language learners?
   a. Grammar does not help language accuracy
b. Grammar gives many obstacles
c. Grammar helps to build comprehensible sentences in speaking
d. Grammar is not efficient.

16. What is the topic sentence of sub-point 3 paragraph?
   a. Vocabulary knowledge
   b. Vocabulary knowledge is effective
   c. Vocabulary knowledge is indispensible and overriding factor for effective communication.
   d. Vocabulary knowledge is not indispensible and overriding factor for effective communication.

17. “Vocabulary knowledge is indispensible and overriding factor for effective communication.” in sub-point 3 has the same sentence with…
   a. Effective communication does not need vocabulary knowledge
   b. Vocabulary knowledge has no relation with effective communication
   c. Effective communication will be successful with vocabulary knowledge
   d. Effective communication is natural

18. What is the main idea of paragraph 4 on sub-point 3?
   a. To be pleasure reader is the good way to improve listening skill.
   b. Speaking skill can be got through by being pleasure reading.
   c. Speaking requires much vocabulary
   d. Speaking and reading are necessary.

19. What is the definition of vocabulary based on the sub-point 3?
   a. Understanding of the meaning of a word.
   b. Understanding of the structure of a word.
   c. Understanding of the influence vocabulary leading on the speaking.
   d. Understanding of the lexical items.

20. Why do using authentic texts give the positive effect to the language learners?
   a. Because the authentic texts are real
   b. Because the authentic texts are based on one person talking to another
c. Because the authentic texts propose the interesting story

21. “The relationship between reading and vocabulary is well documented and reciprocal.” What is the synonym of word “reciprocal”?  
   a. Feedback
   b. Straight
   c. Bending
   d. Stable

22. Which one is the correct sentence?  
   a. Learners learns much vocabulary through intensive reading
   b. Learners is learn much vocabulary through intensive reading
   c. Learners learning much vocabulary through intensive reading
   d. Learners learn much vocabulary through intensive reading

23. What is the antonym of word “efficiently” in line -5 sub-point in line -19 sub-point 4 conclusion?  
   a. Vainly
   b. Completely
   c. Importantly
   d. Usefully

24. What is the conclusion of the last paragraph?  
   a. The use of stories to read is not good way for language learners.
   b. The use of stories to read is recommended for teachers and learners
   c. The use of stories book to read needs avoiding.
   d. Listening naturally generates speaking ability whether in native language or in foreign

25. The pronoun “it” in the last sentence of sub-point 4 conclusion refers to…  
   a. The use of stories to read
   b. EFL learners
   c. Enjoyable
   d. Low-cost.
B. Answer the questions below with a complete sentence!

1. What does R. Hill define about speaking?
2. How many reading skill components which have an effect on learners’ speaking performance? Mention them!
3. What is the main idea of sub-point 2.3 vocabulary?
4. What is the main idea of sub-point 3 reading and speaking association?
5. What is the conclusion of the text?
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Elia Rosita Dewi  
**NIM:** 111-4-112  
**Dosen Pembimbing:** Sari Fauadah, M.A.  
**Judul Skripsi pada surat penunjukan pembimbing skripsi:**  
*The Effectiveness of Using Critical Reading Strategy to Test Reading Comprehension on Student Based Learning Text*

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Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam surat konsultasi, dan jika ada perubahan Surat Penunjukan Pembimbing Skripsi kecilai ada Surat dari Ketsa Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
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STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got a signature below:

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Ela Rosita Dewi
NIM: 113 14 112
OBSERVATION
Student’s Pre-Test Situation
TREATMENT
Student’s Post-Test Situation
The Researcher with the Students of Critical Thinking of Reading Class (D Class)
Student’s Pre-Test

A.

1. A
   B
   C
   D
2. A
   B
   C
   D
3. A
   B
   C
   D
4. A
   B
   C
   D
5. A
   B
   C
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6. A
   B
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   D
7. A
   B
   C
   D
8. A
   B
   C
   D
9. A
   B
   C
   D
10. A
    B
    C
    D

B.

1. What the reader does to get the meaning he needs from contextual resources.
2. Two (word recognition and comprehension)
3. Vocabulary skill in reading.
4. Without vocabulary, nothing can be conveyed.
5. Military knowledge is indispensable and an overiding factor for effective communication.
6. The use of stories to read is highly recommended for teachers and learners.
7. [Blank]
8. [Blank]
9. [Blank]
B.

1. Reading is based on the reading as what the reader does to get the meaning he needs from contextual resources.

2. Automatic Recognition Skills
   - Vocabulary and structural knowledge
   - Formal discourse structure knowledge
   - Content/world background knowledge
   - Synthesis and evaluation skills/strategies
   - Meta-cognitive knowledge and skills monitoring

3. Without vocabulary nothing can be achieved.

4. Vocabulary knowledge is the main factor on influencing the speaking performance.

5. Reading and speaking skill.
A.

1. ABCD
2. ACBD
3. ABCD
4. ABCD
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B.

1. Reading is what the reader does to see the meaning
   for needs from consuming resource.

2. There are five reading skills, but one.
   1. Prediction (open the meaning)
   2. Vocabulary (general knowledge)
   3. Form (context  background)
   4. Synthesis (integrating skills)
   5. Vocabulary (conveying meaning)

3. With vocabulary anything can be conveyed.
4. Vocabulary knowledge is mandatorily and essential
   for effective communication

5. Learning reading becomes speaking ability, whether in active
   language or in foreign, but a true point, only intensive coverage
   makes person able to use language effectively.
A.

1.  A  B  C  D
2.  A  X  C  D
3.  A  B  C  D
4.  A  B  C  X
5.  A  B  C  D
6.  A  B  C  D
7.  A  B  C  D
8.  A  B  C  D
9.  A  B  C  D
10. A  B  C  D

B.

1. Walter Hill (1979) Reading is when the reader does not get the meaning of words from contextual resources.

2. Reading skill components are 8x. These include:
   - Automatic recognition skills
   - Content world background knowledge
   - Vocabulary & Structural knowledge
   - Semantic Integration skill/strategies
   - Formal discourse structure knowledge
   - Meta-cognitive knowledge & skills monitoring

3. The main idea of sub point 2.3 vocabulary is Vocabulary skills involve recognizing, guessing, and predicting meaning of words using other knowledge.

4. The main idea of sub point 3.1 Vocabulary knowledge is indispensable and overriding factor for effective communication.

5. Speaking, Reading, Vocabulary, lexical & grammatical knowledge is important to improve the English fluency. And it's all the basic way to understand and practice the English.
B.

5. Reading as what the reader does to get the meaning he needs from contextual resources.

6. d. Automatic recognition fails

7. b. Vocabulary and structural knowledge

8. c. Formal discourse structure knowledge

9. d. Context/world background knowledge

10. e. Synthesis and evaluation skills/strategies

11. f. Meta-cognitive knowledge and skill monitoring

12. 1) Vocabulary skills involve recognizing target and practicing predicting meaning of words using index, headings, subheadings, and non-verbal context.

13. 2) Vocabulary knowledge is indispensable and overriding factor for effective communication.

14. 3) Reading, speaking, and listening are main things for effective communication.
### LEMBAR JAWAB

#### A.

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#### B.

1. Walter E.  

2. The reader dare to act the meaning he needs from context clues.

3. Six components:
   1. Grammar rules
   2. Vocabulary and factual knowledge
   3. Formal discourse knowledge
   4. Context/world background knowledge
   5. Syntax and semantic rules
   6. Meta-cognitive knowledge and strategy

4. Vocabularies in the text can be considered

5. Vocabularies are indispensable and extending checker for effective communication.

6. Learning naturally generates learning ability whether in native language or in foreign, but at some point only listening cannot make a person able to use language adequately.
Student’s Post-Test

What the reader does to get the meaning he needs from contextual resources

2. Automatic recognition skills

1. Vocabulary & structural knowledge
2. Form & discourse structure knowledge
3. Content & world background knowledge
4. Synthesis & evaluation skills/strategies
5. Meta-cognitive knowledge and skills monitoring

3. Language is a vocabulary skill involves recognizing guessing & predicting meaning of words using index headings, subheadings & non-verbal content without vocabulary

4. Vocabulary knowledge is indispensable and overriding factor for effective communication

5. The use of stories to read is recommended for teacher training
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B.  
1. Reading is what the reader does to get the meaning he needs from textual resources.
2. Six components:
   a. Automatic recognition skill
   b. Vocabulary and structural knowledge
   c. Form, discourse structure, reading
   d. Content/world background knowledge
   e. Cognitive, evaluative, contextual knowledge
   f. Mental - cognitive knowledge and skills required
21. Vocabulary recall involves recognizing, accessing, and predicting meaning of words using index headings, subheadings, and references.
22. Verbal concepts
23. Vocabulary knowledge is indispensable and expanding factor for effective communication
24. Literacy naturally generates speaking ability whether in native language or a foreign
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B. 1. Reading ex what she teacher says to get the meaning he needs from contextual resources
2. Automatic recognition skills
   - Vocabulary and structural knowledge
   - Formal discourse structure knowledge
   - Content/world background knowledge
3. Vocabulary skills involve guessing and predicting meaning of words using context, headings, subheadings, and non-verbal context.
   - Vocabulary knowledge is indispensable and essential for effective communication.
4. Use of idioms to read in the classroom for developing vocabulary and story-reading skill of ESL learners in a non-linguistic engaged source and highly effective method
B.

1. Mother E. Hill (1979). Briefly, defines reading as 'what the reader does to get the meaning he needs from contextual references.'

2. Reading that has 3 (six) components: how they are:
   a. Automatic recognition skills
   b. Synthesis and evaluation skills / strategies
   c. Vocabulary and structural knowledge
   d. Meta-cognitive knowledge and skills
   e. Conceptual/word background language

3. The main idea of sub-point 2.3 Vocabulary is: Vocabulary skills include recognizing, guessing, and predicting meanings of words, using word meanings, sub-meanings, and non-verbal context.

4. The main idea of sub-point 3. Reading and Speaking is: Vocabulary knowledge is indispensable and overriding factor for effective communication.

5. The conclusion is: The use of stories is read in EFL classrooms for developing vocabulary, and namely, reading that of EFL learners is a naturalistic effective, low-cost, and highly effective method. And it should be recommended for all EFL teachers and learners.
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B.

1) Reading is what the reader does in get the meaning or sense from contextual resources.
2) Six, they are:
   a) Automatic recognition skills
   b) Content/world background knowledge
   c) Vocabulary and structural knowledge
   d) Syntax and evaluation skill/strategies
   e) Form discourse structure knowledge
   f) Meta-cognitive knowledge and skills monitoring
3) Vocabulary skills involve recognizing, guessing, and predicting meanings of words using index, headings, subheadings, and non-verbal context
4) Vocabulary knowledge is indispensable and overriding factor for effective communication
5) Use of skimming to read in EFL classrooms for developing vocabulary and thereby speaking skill of EFL learners is a naturallike, enjoyable but cost and highly effective method
A. LEMBAR JAWAB

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B.

1. The [1999, 9] highly effective reading, or what the reader data to get the meaning -
   In order to achieve meanings?
   1. Academic, recognition state
   2. Vocabulary and additional knowledge
   3. Formal grammar, semantic knowledge
   4. Semantic, world background knowledge
   5. Factors and evaluation cues / strategies
   6. Pre-creative knowledge and their monitoring
   7. Vocabulary, help passive, active, recognition, and prediction. Remember that...
   8. Word - non-aligned, meaningful and non-repetitive content
   9. Vocabulary knowledge is independent and secondary factor for
      effective communication
   10. Learning meaning depends on specific ability whether to relate language
       or in context, but at some point only semantically cannot read or
       then able to use language effectively.

   NAME: __________________________
   CLASS: D
   GRADE: 2 [Grade]

   TOTAL: 66