A DESCRIPTIVE STUDY ON READING SPEED ABILITY OF THE SECOND YEAR STUDENTS OF SMUN I NGANJUK IN THE 1999/2000 ACADEMIC YEAR

THESIS

Presented as one of the requirements to obtain the S1 degree at English
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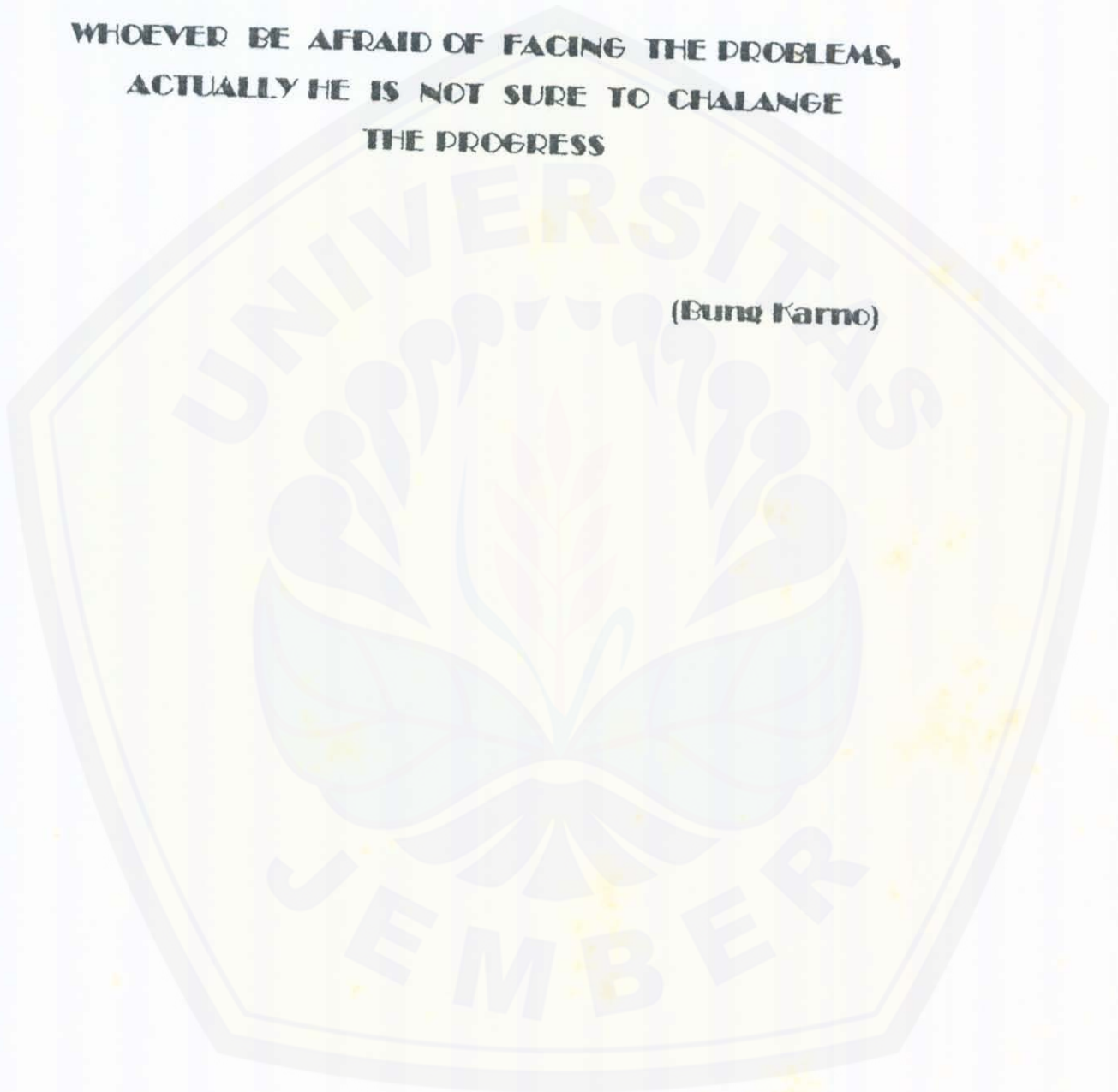The Jember University
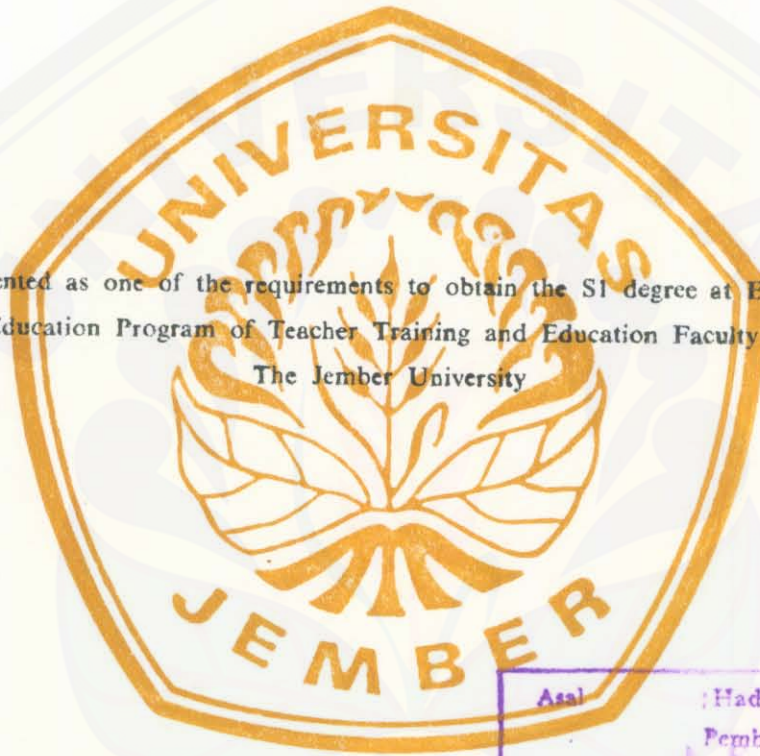
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ENGLISH EDUCATION PROGRAM
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MOTTO

WHOEVER BE AFRAID OF FACING THE PROBLEMS,
ACTUALLY HE IS NOT SURE TO CHALANGE
THE PROGRESS

(Bung Karno)

DEDICATION

This thesis is honorably dedicated to:

* My beloved Father, **H. Imam Makhali** and Mother, **Binti Alfia**. There is no enough words to describe your sacrifices for my future. I will never stop loving you, ... I really do love you.

* My beloved sister, Luky. You are my really friend indeed. Thanks for the spirit, Sis!

* My heart, dearly. You make me feel being loved. I love the days we have yesterday, now and tomorrow. The time is waiting for us........

* My friends at Kalimantan IV/78. I will never forget the sweet days, the nice talks and the memories in our lodging. Keep the unity friends !

* My fiends at E-Pro '95. Thanks for our beautiful friendship.

* My almamater

CONSULTANT APPROVAL

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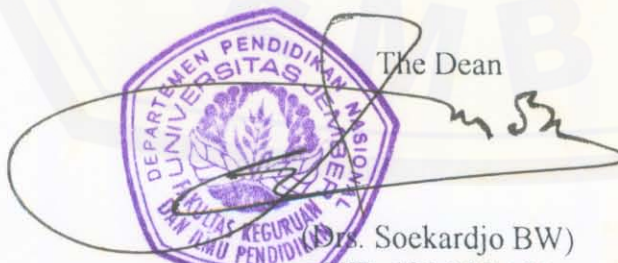NIP. 131 832 333

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At last, I realize that this thesis is still far from being perfect, however, it is expected to be useful either for myself or other readers. Knowing this fact, I always hope constructive criticism as well as advice from those wo really want to make this thesis better and more complete.

Jember, May 2000   Ulfin Nadhiroh

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ABSTRACT

Ulfin Nadhiroh, 1995, A Descriptive Study on Reading Speed Ability of The Second Year Students of SMUN I Nganjuk in the 1999/2000 Academic Year.

Thesis, English Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

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The key words : Reading Speed, Skimming and Scanning

The Senior High School students often complained when they face amount of reading passages because they did not have enough time to finish their reading assignment. Therefore, the students should apply effective reading technique to overcome their weakness in reading skill. The techniques were called skimming and scanning. By skimming, the reader just need to find the gist of the text, and by scanning the readers just need to search the specific information of the text. The general problem of this research was: how is the reading speed ability of the second year students of SMUN I Nganjuk? The specific problems of this research were: how is the reading speed ability by using skimming of the second year student of SMUN I Nganjuk ? and how is the reading speed ability by using scanning of the second year students of SMUN I Nganjuk ? The purpose of the research was to describe the reading speed ability of the second year students of SMUN I Nganjuk. The research design was descriptive study. The respondent determination method was proportional random sampling with 54 students of the second year of SMUN I Nganjuk as the respondents. The research results showed that students' ability on reading speed was 63% or normal. The students' reading speed by using skimming technique was 69% or normal. The students' reading speed ability by using scanning technique was 56% or normal.

Based on the research result, it is suggested that the English teacher give more portions in promoting the use of reading technique, especially in the using of skimming and scanning techniques to make their students to be an efficient readers.

I. INTRODUCTION

1.1 Background of The Study

Reading, as one of the language skills beside speaking, listening and writing, is a complex activity. In the information era, having reading skill is important and badly required. Today, almost all of the informations is served in the form of printed words that are produced daily and the materials also increase rapidly. Thus, it makes reading play a very important role in human development. Consequently, we will lose much information unless we race ourselves to read to gain the information.

Concerning with the reading activity, many people still find it difficult to understand what they read. In schools, many students complain that they do not have enough time to finish their reading assignment. Research conducted by Ariningsih (1996:12) showed that the problems are due to their difficulties in performing reading speed since they read word by word or sometimes they read rapidly without good understanding.

Such a condition indicates that they are poor readers because they read word by word and very slowly (Lester and Crow, in Ariningsih, 1996:2). Further, Wood (1996:205) states that when we read every word very slowly, we sometimes lose the flow of ideas and our comprehension actually suffers (Wood,1996:205). It seems that our understanding and ability to think about what we have read can be improved by increasing our reading speed at appropriate time

Considering the reason, nowadays, the reading speed as one of the reading skills is becoming the main emphasis in teaching reading in SMU with the consideration that reading speed is very important to be developed. The teaching of reading speed to SMU students is intended to help them to be an efficient reader by reading the materials as quickly as possible in limited time without losing comprehension. In teaching reading speed, the English teachers find that the problem being faced by their students is that the students lack of vocabulary and they are not able to use the appropriate technique in reading. This idea is supported by Kustaryo

(1983:3) who says that the two foundations of reading (vocabulary proficiency and reading technique) should be built up in order to develop the students' reading skill, i.e., to read fast and to understand well on what they read.

In performing reading speed, students do not only need to move their eyes accros the printed words rapidly, but they must also be able to catch the meaning of the text. Therefore vocabulary proficiency is needed to build up the students' comprehension about the message of the text.

Vocabulary is an important and troublesome issue in the content area of reading (Gillet and Temple, 1996:322). Further, McWhorther (1989:346) says that:

"If your general reading vocabulary level is high, you will encounter several words that you do not know, and your speed will be effective. On the other hand, if your reading vocabulary is weak and you meet many unknown words in every paragraph, you will find that you lose speed as you pause to look for context clues to their meaning."

From the above statement it seems that vocabulary influences the students' speed in reading since if we master many vocabularies, our reading speed will be fast. On the contrary, if we master only a few vocabularies, our reading speed will be slow because we need to look the meaning on the dictionary.

To be a good reader, the reader also has to know and master a good technique that will be used in performing reading efficiently. The technique used will help the reader to speed up his rate in reading. For example; by reading only the important words (skimming) and reading by looking for the specific information quickly (scanning). Nuttal (1988:34) states that:

"Both skimming and scanning are useful skills. They do not remove the need for careful reading, but they enable the reader to select the texts or the portions of a text, that are worth spending time on."

The statement above implies that some words in a text may be ignored or skipped in order to save time and to avoid reading word by word. Next, the teacher may help the students learn how to skim and scan such materials.

Since reading speed has many values in teaching reading, the writer is motivated to conduct a research on the students' reading speed ability, especially by using skimming and scanning technique. The research title is :"A Descriptive Study on Reading Speed Ability of The Second Year Students of SMUN I Nganjuk in The 1999/2000 Academic Year".

1.2 Problems of The Study

The problems of this research are formulated in the following questions :

1.2.1 General Problem

"How is the reading speed ability of the second year students of SMUN I Nganjuk in the 1999/2000 academic year?"

1.2.2 Specific Problems

- "How is the reading speed ability by skimming of the second year students of SMUN I Nganjuk in the 1999/2000 academic year?"
- "How is the reading speed ability by scanning of the second year students of SMUN I Nganjuk in the 1999/2000 academic year?"

1.3 Operational Definition

The terms defined in this research are :

1. Reading speed ability
2. Skimming
3. Scanning

1.3.1 Reading Speed Ability

Reading speed is sometimes called as reading fast which indicates the time needed by the reader to cover the printed words. In this study, the reading speed ability refers to the students' ability to comprehend the printed language rapidly measured by the speed value. The students' reading speed ability in this study will be

seen from their score to cover how many words they read per minute and multiplied by the percentage of the correct answer.

1.3.2 Skimming

Skimming is glancing rapidly through a text to determine its gist. It enables the students to get the meaning without reading all the text. In this study, the students only need to read the important words or the key words that usually carry most of the meaning or message of the text.

1.3.3 Scanning

Scanning is glancing rapidly through a text either to search for a specific piece of information (e.g. names, dates, etc) or to get an innitial impression whether the text is suitable for the given purpose. Thus, the use of scanning will help the reader to read fast just by locating particular bits of information quickly.

1.4 Objective of The Study

1.4.1 General objective of The Study

- to know the reading speed ability of the second year students of SMUN I Nganjuk in the 1999/2000 academic year.

1.4.2 Specific objectives of The Study

- to know the reading speed ability by skimming of the second year students of SMUN I Nganjuk in the 1999/2000 academic year.
- to know the reading speed ability by scanning of the second year sudents of SMUN I Nganjuk in the 1999/2000 academic year.

1.5 Significance of the Study

a. For the English teacher :

- This reasearch is expected to give the English teachers clear description about the student's reading speed ability, and it will give them feedback to improve the teaching learning process of reading skill.

b. For the next reaseacher :

- To give references to the further researcher especially focusing on reading speed ability, such as conducting an experimental studies by applying reading speed using skimming and scanning techniques on the experimental and controlled class.
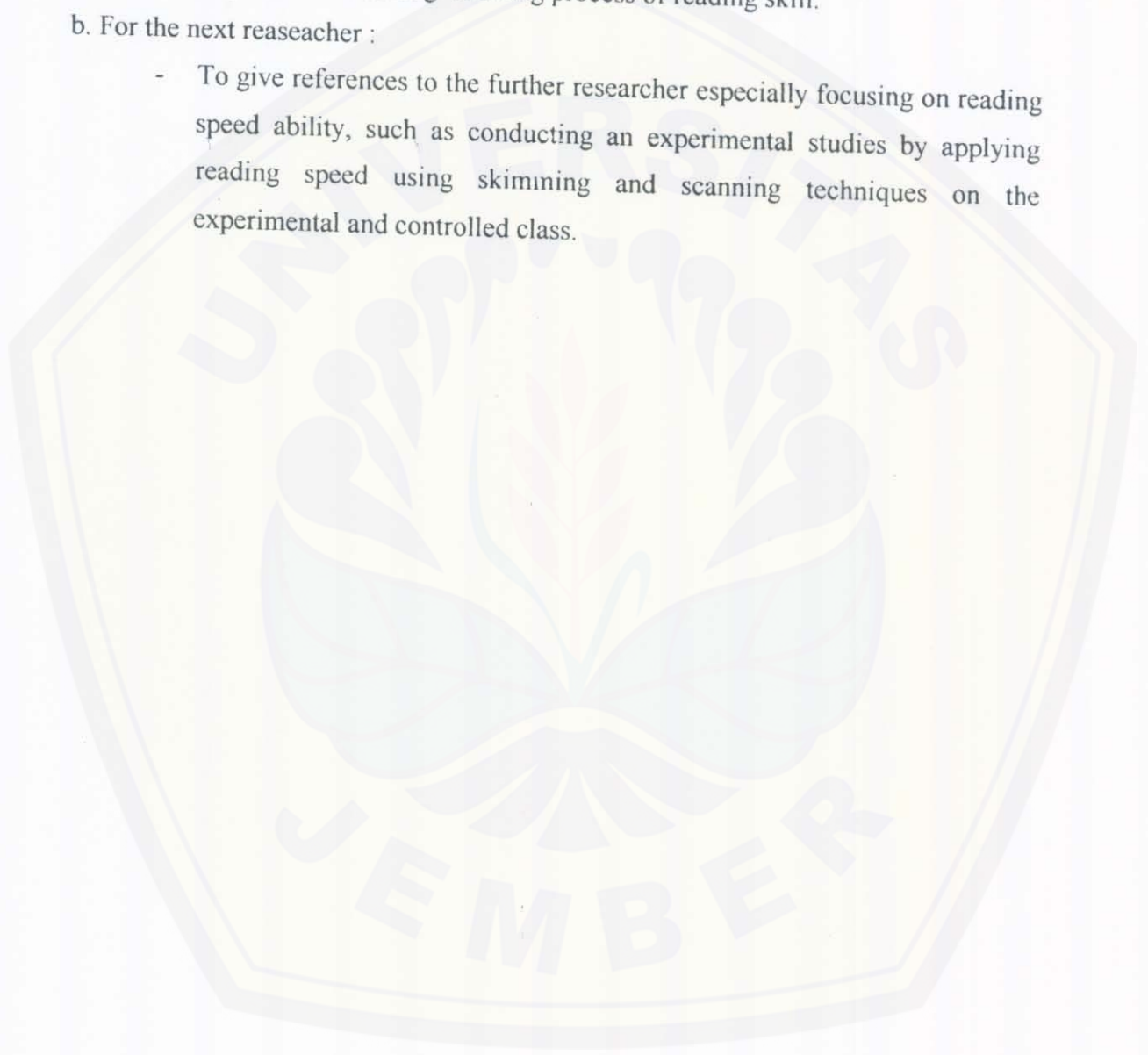
II. THE REVIEW OF THE RELATED THEORY

2.1 Reading Speed

Discussing about reading speed needs the insight about reading itself, and therefore, it is necessary for the researcher to begin the discussion with the existence of reading. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Kustaryo, 1988:2). From this statement, it can be paraphrased that reading is the process of comprehending the written materials.

Reading has often been widely discussed as the object of attention of the teaching of English either as a native and a second language. Gill and Crocker (1977:95) have reported that ;

> "During the last four of five years, reading has become one of the most popular and at the same time, one of the most controversial topic of interest and conversation. It has been trust into this position by the resurraction of the age old cry, back to basics. It seems that everyone, anxious parents, concerned citizen, special anguary boards, politicians, members of the newsmedia, and thousand of educators, has rediscovered the holytrinity of the classroom : reading, writing, and arithmatic".

From the statement above, it can be seen that reading is one of the important activities in the teaching learning process. There is too much information to know and too many materials to read. As a matter of fact, when we are reading a book, an article, or other materials in English, it frequently happens that although we know every word in a sentence, we still do not understand what the sentence really means as a whole, especially when it is long and complicated one. Meanwhile, as a reader, we are expected to be an efficient one. Despite the importance of reading speed, the fact shows that the students' reading speed is unsatisfactory. Similarly, the result of the research conducted by Ariningsih (1996) shows that SMUN students especially the first year students of SMUN I Rambipuji as her research area still have poor ability in performing reading speed. It seems that the teaching and learning of reading

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still needs development. The development is mainly refers to comprehension and reading speed ability, because what is meant by efficient reading is the reading act done without losing much time and comprehension.

It has been stated in the previous chapter that the meaning of speed reading here is the rapidity of eye movements to get the information from the passage. Before we discuss about reading speed further, it is better for the writer to discuss about the type of readers. It is important for the readers to know what type of reader they are, so that they can keep progressing and improving their reading.

Zorn (1980:33) says that there are three major types of readers, they are:

1. Motor readers

   Motor readers are the type readers which are in getting maximal speed of reading will always move their parts of the body because they feel that by moving a part of the body they will by able to increase their speed of reading. But actually these body movements will handicap the speed of reading, for example : wiggle their nose, tap their fingers, move their lips, etc. Motor readers are the slowest of the three basic types of readers.

2. Auditory readers

   The second type is called auditory readers. This kind of reader usually read faster than motor readers because they do not rely on physical movements. Auditory readers, even in silent reading, form the words as if they were speaking them. It is as though they are seeing in the printed symbols while in the same time hearing the sound associated with those words. Reliance upon sounding words in order to read means that the redaer read no faster that he can speak.

3. Sight readers

   Sight readers are true instant understanding of the printed symbols without auditory association. It is the fastest form of the reading because it does not involve any reliance and sound and physical movement. In addition, he explains that sight readers see a word or a group of words and instantly percieve a visual image along with the meaning associated with the printed symbols. This is why sight readers read so much faster than motor readers and auditory readers.

From the statements above, it can be concluded that the habits in reading take a great part in performing the types of readers. As a result, these habits can influence the readers' reading speed. However, it is necessary for us to be aware that habits are unconsiously done when we are reading .

Suwaryono (1989:125) clarifies some factors that influence the reading speed, namely :

1. Eye Movement

    When a person reads, his eyes move along a line of print pages. Our eyes move to see the letters in order to recognize the words in the printed symbols to gain the meaning and the message that conveys in each sentence. Such an eye movement is different among the readers. In fact, the eye movements of poor reader is in contrast with good one. In the process of reading, we trained our eye movement to stop for certain period of time, this is called fixation. During the fixation, a poor reader usually tends to recognize word by word only, while a good reader can recognize three or more words on one eye fixation. In other words, poor reader makes fewer eye movements than a poor reader. That is why, it is necessary for the reader to enlarge his eye span recognition. The larger eye span recognition the readers make faster the reading speed.

2. Vocabulary Acquisition

    It is necessary to recall that we will face much difficult language terms when we read the more materials. Meanwhile, the readers' comprehension on the material being read depends on the number of vocabularies they know. Of course, the readers will not be able to read the text in maximal speed if they lose their text comprehension. In others words, many unfamiliar words in the text will influence the reading speed because they have to look for the meaning in the dictionary. For the reason, in order to be able to increase the reading speed ability, the readers must improve their list of vocabulary.

3. Concentration

    In fact, theory says that we need to concentrate our attention to the words we are reading if we want to read efficiently. It will be difficult for the readers to understand the text, if he has a problem in his mind. In order to read effectively, the full of concentration on the words we are reading, need to be done. Besides, the readers interest in the topic or materials, the situation, and also his own motivation to read the material may also influent the concentration of the readers.

    From the above statement, we can see that the reader' eye movements influence the reader' eye span recognition words, have rich vocabulary will makes good speed in reading and have good concentration will makes the reader have good comprehension. It can be concluded that the process of improving reading speed is influenced by great many factors.

The speed of reading among the students is different. Research has shown that the normal reading speed in average is between 200-300 words per minute. Secondary students in countries where English is a second language may read 120-150 words a minute before training (Nuttal, 1988:33). In line with this, Nurhadi (1989:29) has the list of reading speed for all Indonesian reader level, they are:

- SD/SMP : 200 WPM
- SMA : 250 WPM
- College students : 320 WPM
- S2 Degree : 400 WPM
- Adult : 200 WPM

Those list above is sufficient for the time to read Indonesian text, of course the speed will be lower if they read English text. This speed of reading is not constant from time to time, since it depends on the material being read. Really, reading fiction novel, magazine, or other will be faster than reading science books.

Related to this problem, Suwaryono (1989:127) gives some foundations toward how to improve the reading speed ability as follows :

1) Recognizing our own ability before doing some efforts in reading.
2) Finding our own proper habits in reading and try to avoid them.
3) Applying the reading techniques of reading efficiently and improving the speed in reading.
4) Reinforcing the vocabulary acquisition.

2.2 The Nature of Reading Speed

Student's reading ability improve from day to day, especially for those who have high interest with sufficient reading materials to read. Moreover, their reading ability also increases rapidly. Gradually, reading materials such as books, magazines newspapers and others have already increased so much.

This condition makes everyone especially students should have good reading skills. With good skills in reading, there will be much occupation to advance. In a modern country, reading materials have became an important thing for every person. The reason is because reading can deepen their field of knowledge and enlarge their horizons by learning other knowledge.

By improving the reading skill, one will be faster to study the materials they have to learn, especially for university students or high school students. Meanwhile, Suwaryono (1989:124) says that the students' reading speed ability should have been started in high school up to University level, since good reading speed ability will be quite important to improve their study of the field of knowledge they have to study.

Reading speed plays an important role in the teaching of reading subject. Nowadays, the students of SMU are demanded to have better reading skill, because in a reading act, they have often been provided with passage that should be read in limited time.

Grellet (1991:16) states that students who read too slowly will easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage. One of the most common ways on increasing reading speed is to give the students passages to read and to ask them to time themselves. So if the students have high quality in speed of reading, they can help themselves in performing a reading task.

If the readers want to get the detailed meaning, major ideas and concepts, specific information or the extract of the text, they need some techniques to read rapidly and efficiently. In order to become an efficient reader, one must be flexible in using the techniques in reading. It means that the technique used must be appropriately chosen and it must fit the aim of reading. In other words, we must be able to match the purpose of reading and the technique used as different type of reading.

The techniques of reading efficiently are very important in developing reading skills because they belong to reading foundations. Grellet (1996:17) states that students will never read efficiently unless they can adapt their speed of reading and technique to their aim when reading. By reading all the text in the same way, students will waste time and fail to remamber points of importance to them because they would absorb too much non-essential information.

It has been stated in the previous chapter that the two foundations of reading (vocabulary proficiency and reading techniques) should be built up in order to develop the student's reading skills,i.e., to read fast and to understand rapidly what they read. Further, reading technique facilitates the students to get rapid understanding. And to provide with the necessities, students should have reading techniques to support in performing reading speed, i.e. skimming, scanning, and reading with comprehension. Further, Grellet (1996:19) says that both skimming and scanning are specific reading techniques necessary for quick and efficient reading. In line with those ideas, this thesis will discuss further about the two skills, skimming and scanning ability, and reading with comprehension that can be gained through these two skills.

2.3 Skimming Ability

Skimming is one of the reading techniques in which a reader is required to be able to read quickly to get the information or the content of the passage (Nurhadi, 1989:97). According to Kustaryo (1988:6) skimming is a technique used to look for the gist of what the author says without a lot of details. And it is also used to get the major ideas and concepts and to read the key words. From the statements, it can be seen that this technique is very useful to be applied in todays' reading environment since one does not necessarily read all words of the text.

By skimming, the students can read much concerning with their purpose of reading. The students who want to finish their reading efficiently and effectively have to master the skimming principle so that they can read and look rapidly and understand what is being read. In other words, skimming technique plays an important role to cover reading materials quickly.

In line with this, Mikuleckly (1990:139) says that skimming is an important skill because the reader can save the time, he can quickly decide what they should read and should not to read. It is done when the reader does not have much time and when he wishes to cover materials at the fastest possible rate. It can be concluded that

skimming can be used to anticipate if we have limited time and the details are not important in reading. It means that it is not necessary to read all the printed words in the text. Beside, skimming ability must go in line with comprehension skill.

Simanjuntak (1988:55) states that skimming is a skill which requires concentration, adequate knowledge or vocabulary and comprehension skills. In skimming, the readers go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get the idea of the tone or the intension of the writer.

It is obvious that in facing large amount and various reading materials, people must be smart in choosing strategies and techniques of reading, so that they will be efficient readers. For example, if we read a newspaper it is not necessary for us to read all the words although we want to get all of the information. However, by skimming, we can obtain most information in a limited time.

The advantages of applying skimming technique are not only concerned with grasping main points of printed media but also something like stated by Edward (1981:59) that :

"The usefulness of skimming can be seen in many situations. Sometimes when the students asked to do supplementary for a course, the teacher will get more supplementary reading than the student can really cover this average or study speed. If he skims the supplementary materials he can comprehend at fast skimming rate".

It is clear that the students can reach many of their goals of reading just by applying skimming. And it is very probable that their knowledge from reading will increase. In other words, we can say that the students who have poor reading ability will feel that skimming technique is very helpful.

As a skill, skimming has three indicators which can be used to check the reader's gaining on the skill. They are as follows:

2.3.1 Looking for the Gist or Overview

Looking for the gist or overview is used when one needs a preview or an overview of the material he reads. Skimming with the purpose is important if students want to extract the whole content of what they have read. This is very useful when the students has detailed information of what they have been read. To perform this,he needs to grasp the main point of the passage and to put them into the meaningful whole passage.

2.3.2 Looking for the Major Ideas and Concepts

Skimming is aimed to look for the major ideas and concepts. It is done if someone does not intend to read all information he faced. Skimming with this purpose is done by directly reading the first or the last sentence of the paragraph as most often the topic sentence is placed. The idea is based on the statement from Simanjuntak (1988:103) saying that most of ten the topic sentence is placed in the first or last of paragraph. It means that if one does not intent to read all information he faces, he can grasp the main idea, which are presented in each paragraph of the passage.

2.3.3 Looking for the Key Words

Another way of skimming could be done by reading the key words only. These key words could be : 1) The topics (place, dated, people, etc), 2) The descriptive adjectives (negative, positive, impressive, etc), 3) The abstract nouns (power, love, hate, politics, etc), 4) The function of words (and, but, or, for, etc) (Kustaryo, 1988:6). From the statement above, it can be concluded that looking for key words by keeping questions such as what, where, when, which, how, or why some unnecessary words, phrases and sentences with concentration and practice they can learn to select key words or phrases, in order to absorb the material rapidly.

2.4 The Step of Skimming Technique

Wood (1996:354) states that the skimming technique can be done as follows in order to get good result in comprehension.

a. Read the title of the passage and get its subject well in mind.
b. Read only the important key words that carry most of the meaning.
c. Skip the other unuseful words.
d. Read fast.
e. Let your mind makeconnections and bridge the gaps.
f. Then go back and read the entire passage.

Notice that you can get quite a bit of information by skimming key words and that you move through the passage much more rapidly that when you read all the words. Try it. Fifty percent of the words are omitted.

2.5 Scanning Ability

Nuttal (1982:34) states that scanning is glancing rapidly through a text either to search for specific piece of information (e.g. name of data) or to get an initial impression of whether the text is suitable for a given purpose. Furthermore, Grellet (1996:19) explains that when someone scans, he only tries to locate specific information and often he does not even follow the linierity of the passage. In other words, we simply let our eyes wander over the text until we find what we looking for, whether it is a place, a kind of food, or a less specific piece of information. Scanning is far more limited since it is only retrieving what information is relevant to our purpose (ibid, 19).

Simanjuntak (1988:59) states that in order to scan efficiently, the students should have a clear information of what they are looking for, where they are likely to find it, and how they can recognize the information when they see it. It means that scanning will be effective if the student know or recognize what they will look for or get from the text. Furthermore, she explains that if the students are looking for a name, for example, capital letters might be their clue, if they are looking for a date, they would look for numbers, and so on.

Scanning should contribute to built up the students' confidence by showing them how much they can learn simply by looking at some prominent parts of an article, by catching a few words only, by reading a few paragraphs here and there of a story. Its aim certainly not to encourage the students to read all the text in such superficial way, but it should make the students better reader, that is the readers who can decide quickly what they want or need to read. So, students will not spend so much time to find the information because they are not need much time and energy.

It is clear that scanning is a reading technique to see if particular points are presented in the text or to locate specific information in limited time.

2.5.1 Scanning to Locate Specific Information

Simanjuntak (1988:59) gives some explanations concerning with the way to scan or to locate specific information. The way is as follows :

"When students do scanning, they do not necessary read carefully or read very deatail presented. They just focus on their purpose of finding specific information they need. Instruction in reading for specific information should include checking the student's responses to make sure that they got pertinent information. When specife information has been overlooked or omitted or forgotten, the students should reread the material to find the missing items. So, it is wasting the time and spend longer time. To train the students to learn how to locate specifis information is by teaching them not to read the whole text carefully, but asking them to try to find in which paragraph the information they are looking for its likely to be, then read the paragraph with more attention."

2.6 The Steps in Scanning

According to Wood (1996:355) there is the best way to use the scanning technique to perform reading speed. The way mentioned is as follows :

"Scanning is looking for specific bits of information that you know. To scan succesfully, one needs to learn to look through material without slowing down to read. Get in mind exactly what you want to find and then move your eyes down the passage in zig-zag, sweeping motion. If you can not find the information, try to look at every third or fourth line. Move your eyes rapidly. You are looking, noy reading. Try it. Take a second to scanning a passage to locate the answers the comprehension questions."

2.7 The Importance of Reading Speed Ability

Reading speed is important for performing an efficient reading activity. It helps the reader avoid word by word reading. It forces the readers to concentrate more on reading and helps them read more in the same amount of time. It enables the readers to keep up with accelerated living in modern society.

In line with the above ideas, Dudley (1995:9-10) states how rapid reading helps the readers :

1. Reading speed saves time. By reading faster, the readers gain extra hours which can be devoted either to extra reading or to something else which appeals to them.
2. Reading speed makes greater efficiency. To become a faster reader means to become a more efficient worker. This is because people who read faster also understand better.
3. Reading speed helps the reader to pass examinations. If they are studying for an examination it allows them to get through their syllabus with greater ease.
4. Reading speed improves our understanding. It has been shown that faster readers also grasp more quickly what they read.

In modern world, where everything is going rapidly, we are required to compete in our society, especially in cities and towns. We compete with accelerated and automatic operation of electric equipment. Hence, we seem in a hurry all the time. In order to keep up with all those things, speed of reading is really of great help and importance.

III. RESEARCH METHODS

3.1 Research Design

This research was a descriptive study. This kind of research design described what was being seen, faced and observed. It was concerned with the reading speed ability encountered by the second year students of SMUN I Nganjuk in the 1999/2000 academic year.

The data collection methods used were : test, observation, interview and documentation. Then, a descriptive study was not intended to prove hypothesis. To analyze the data obtained the writer used quantitative statistical method in the percentage.

Meanwhile, the procedures of conducting this research were as follows:

1. studying the references ;
2. formulating the research problem ;
3. finding the relevant references ;
4. determining the area and respondents of the research ;
5. arranging the test ;
6. administering try out test;
7. administering the test;
8. collecting the primary data ;
9. analyzing the collected data ;
10. making a conclusion and writing the report.

3.2 Area Determination Method

This research used purposive sampling. Purposive method is used when the researcher directly decides the research area in a certain place (FKIP Univ Jember, 1994:15). In this research, the writer chose SMUN I Nganjuk as the research area because the writer has known the situation of the school. It was also based on the consideration of time, energy, funding and school permission.

3.3 Respondent Determination Method

Respondents are persons who are able to respond or answer the researcher's questions, either in oral or written form (Arikunto, 1996:114). The respondents of this research were the second year students of SMUN I Nganjuk in the 1999/2000 academic year. Further, Arikunto (1996:120) states that if the number of population is less than a hundred, it is better to take all of the respondents, on the other hand, if the number of the population is larger than a hundred, it is better to take 10%-15% or 20%-25% of the whole population as the sample.

Considering that the number of population was more than a hundred person, so 15% of the population was taken as the respondents chosen by proportional random sampling using lottery . The formula of taking respondent by using proportional random sampling was as follows :

$$Ss = \frac{n}{N} xEs$$

Notes:

N = the total population

n = the population each class

Es = the Expected sample

Ss = sub sample

(Suithon, ...

In this study, the population was 360 students divided into nine classes, so that 54 students were taken as the respondents. This method was used to make the respondents more representative and every student has the same chance of being respondent.

3.4 Data Collecting Method

There were two kinds of data that is gained. They were primary data and supporting data. The primary data deals with the reading speed achievement of the respondents. While to get the supporting data, the researcher used documentation, interview and observation.

3.4.1 Test

In this research, reading speed test was used to get the primary data about the students' reading speed of English passages. Arikunto (1993:139) says that test is a set of questions of exercises or other instruments used to measure the skill, knowledge, intelligent or aptitude of an individual or group. It can be concluded that the test is a series of question or other instrument to reinforce learning to asses the students performance in language.

Test, based on the person who constructs, can be divided into standardized and teacher - made test (Arikunto: 1993:197). This kind of test used in this research was teacher made-test in the form of objective type. The teacher -made test in this study is used to know how far the students' mastery the material being taught by the teacher in the classroom.

In addition, there are two requirements of a good test, those are validity and reliability. Arikunto (1993:136) says that the research instrument is valid when it measures what should be measured, and it will be reliable when it is good enough to collect the believable data. Based on the idea, this research had content validity since the test items were made by the consideration of the materials stated in the basic

curriculum 1994 and consulted to the English teacher of SMUN I Nganjuk. Then, discussing about reliability, if the test is valid, it must be reliable (Hughes, 1994:42).

The reading speed test can be categorized into an achievement test. It is stated by Heaton (1989:171) that achievement test is generally used to refer to formal test in which it has been designed to show the mastery of particular syllabus. This test was intended to know the students' achievement to the material taught. Before the test was given to the respondents, it was tried out to other students who were not respondents in order to get the validity of the test. Hughes (1994:32) states that the most common method to obtain these two sets of scores is Split Half method that provides coefficient of internal consistency. In this research, to know the reliability coefficient of the test, the Split Half method was used. Based o the result of the tried out test, the reliability coefficient of the test was known 0,86. This index number belongs to the very high reliability coefficient, because the score was lies between 0,800 up to 1,000 (Arikunto, 1987:86). Based on the try out test was conducted, there were 12 test items were retained, 6 test items were revised and 2 test items were discarded.

Thus, reading speed test was used to measure the reading speed value, namely the number of words being covered per minute or abbreviated as WPM, but still with understanding.

Zorn (1988,46-47) states the foundation used to measure the students' reading speed ability was as follows:

Finishing time   : ....
Starting time   : .... _
Reading time   : .... (seconds)

.... X ....60...... = ...
(words count)   (total words)

.... : .... = ...
(total words)   (seconds)   (WPM)

Here is a sample calculation:

Finishing time	:	1. 30. 00
Starting time	:	1. 28. 30
Reading time	:	1. 30 (seconds)

$$300 \text{ X } 60 = 18.000$$
(words count)   (total words)

$$18.000 : 90 = 200 \text{ WPM}$$
(total words)   (seconds)

According to Tampubolon (1987:6), reading speed ability can be investigated by multiplying the value of speed obtained i.e., the words per minute, with the percentage of the comprehension correct answer obtained. For example, if the value of speed in 200 WPM and the percentage of comprehension correct answer is 70%, then the total of reading speed score will be as follows:

= 200 WPM X 70% = 140 %

According to Zorn (1988:102), the students range of normal comprehension in reading speed test is between 50% - 60%. Based on the statement, it can be concluded that the basic standardization of comprehension existing in a reading speed test is between 50%, 60% or so. In this case, the students who get comprehension score less 60%, they do not mean that their reading speed is not good, they perhaps read too fast or may have any other causes: such as have poor vocabularies, do not pay attention to the text seriously so that they lack of comprehension. On the contrary, for those who are in category of slow reader but good in comprehension, may be they read too slowly and only pay attention on the comprehension. The best way suggested is how to hold the speed and its comprehension in the constant stage. Thus, we must pay attention to both on the speed and the comprehension in reading activity.

3.4.2 Observation

Observation means an activity to observe and write down systematically about the system being investigated (Hadi, 1989:37). In addition, Surachmad (1990:19) states that there are two kinds of observations, they are direct and indirect observation.

1. direct observation is a kind of observation in which the researcher observes directly to the subject without using any instrument;

2. indirect observation is a kind of observation in which the researcher observes by using any instruments.

Based on the statement, this research used direct observation, since the researcher invited to observe the teaching learning class to know the real condition of the reading class. The researcher observed the teaching learning without using any instruments to record such as camera, tape recorder , etc. In this case, the researcher observed the students' reading speed process by using skimming and scanning technique.

3.4.3 Interview

Interview is a face to face conversational activity done by two or more persons that are directed to a certain problem (Kartono, 1990:74). Ali (1985:83) states that interview is one of the methods to collect data that is done by questioning and answering, either directly and indirectly. In this research, the writer used direct interview. In conclusion, interview was a method used to collect data done by question and answer. The questions were related to the problem. In this case, the researcher interviewed the English teacher and the students. The English teacher was interviewed to get the information about the condition of teaching learning process in reading class, what reading techniques used in teaching reading. The students were interviewed to get the data about the reading speed practice especially in using skimming and scanning technique.

3.4.4 Documentation

In this research, documentation was used to get the information about the identity of the respondents. The documentation method was to know :

a. the second year students of SMUN I Nganjuk who become the respondents of the research ;

b. the location and the general description of SMUN I Nganjuk.

3.5   Data Analysis Method

The data analysis method used in this study was quantitative statistical method. This method was used to calculate the percentage of the students reading speed ability by using skimming and scanning technique.

The statistical formula is as follows :

$$E = \frac{n}{N} x100\%$$

Where :

E = the students' score of reading speed in the percentage;

n = the students' obtained scores;

N = the total score of test items. (Ali, 1987:184)

The steps in analyzing the data were as follows :

a.   Scoring the result of reading speed test;

b.   Analyzing the score obtained from the test;

c.   Calculating the score using formula.

The Standard Five was used to classifying the students' reading speed ability. Standard Five was a kind of method in classifying the reading speed ability into five categories, they were very fast, fast normal, slow and very slow. Determining the students category is based on standard deviation and mean. The following table was used to know the grade of students' ability in reading speed.

Table 1: The Classification of Students' Reading Speed Ability

Criterion	Classification
Over +2SD	Very fast
+1SD - +2SD	Fast
-1SD - +1SD	Normal
-1SD - -2SD	Slow
-2SD and less	Very slow

(Adapted from Thoha, 1991:100)
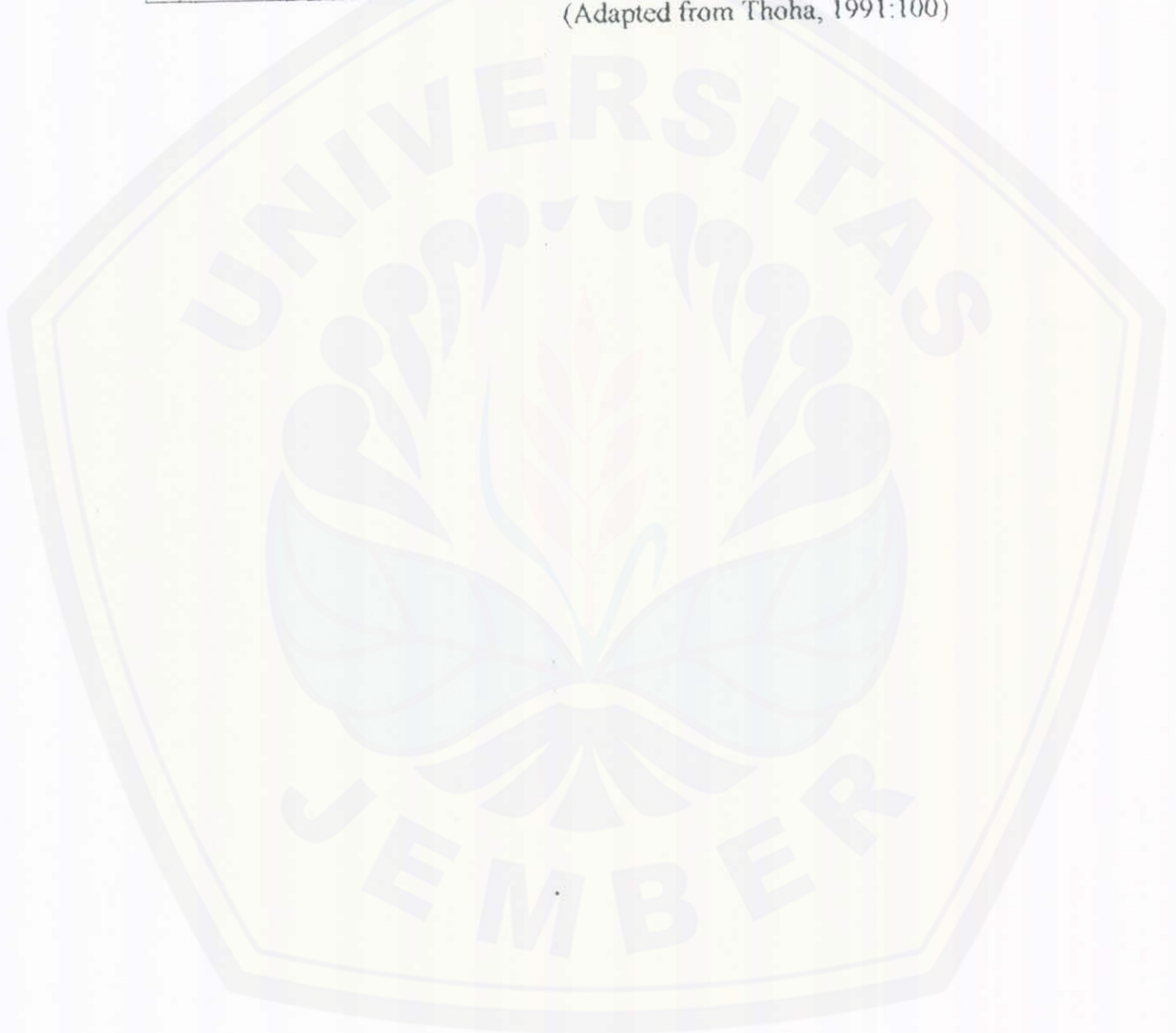
IV.   RESULTS AND DISCUSSION

The results of this research deal with the supporting data and primary data. The supporting data were got by using documentation and interview method, while the primary data were got by using test.

4.1 Supporting Data

4.1.1 The Results of Documentation

The research was conducted at SMUN I Nganjuk at Jl. Kapten Kasihin H.S no 4 Nganjuk. The school facilities consist of 22 classrooms, 8 lavatories, the UKS room, library, 4 labs (basic sciences, typing, computer and English), the teacher's room, the councelling room, the OSIS room, the principal room, the administration room and a mosque. This school has 22 classes consisting of 8 classes for the first year, 7 classes for the second year and 7 classes for the third year.

The total number of teacher is 69 persons. The total number of school staff is 9 persons. The total number of the students at the school is 1093 students which are divided into 375 persons for the first year, 360 persons for the second year students and 358 persons for the third year students.

As stated before, the respondent of this research were the second year students taken by using proportional random sampling. The results of the respondent of each class were presented in the following table.

Table 2: The number of respondent of each class

Class	Number of Students	Respondents
II.1	40	6
II.2	40	6
II.3	41	6
II.4	40	6
II.5	40	6
II.6	40	6
II.7	39	6
II.8	40	6
II.9	40	6
Total	360	54

4.1.1 The Results of Observation

The objective of an observation is to find out the secondary data that is the teaching learning process on the application of skimming and scanning techniques in teaching reading. The observation was done by the writer herself. By doing the observation, it was known that in teaching reading, the teacher applied skimming and scanning implicitly. The English teacher gives suggestion to the students to read silently without read the text word by word. Further, the teacher gives the appropriate maximum time to the students to finish the text. From the teacher's instruction, it can be seen that the teacher encourages the students to read and comprehend the text quickly.

4.1.2 The Results of Interview

It has been stated in Chapter III that an interview technique is used to get the secondary data. The interview was conducted on 2nd April 2000 to the English teacher and the students.

The English teacher has been teaching English at SMUN I Nganjuk since 1992. The English teaching at SMUN I Nganjuk was based on the revision of the

1994 English curriculum for SMU. The compulsory book used was **English for Senior High School** by Ali Saukah. Besides, the students also used other books published by Intan Pariwara and Tiga Serangkai as the supplementary books. SMUN I Nganjuk applied communicative approach in teaching English since 1996. The English teaching learning process is centered on the students and the role of the teacher is as a facilitator and a guide during the teaching learning process. In this case, the teacher usually gives students a chance to express their ideas and interact in the target language, that is, English as well as they can.

The teaching of reading based on communicative approach has three stages : (1) Pre-reading, (2) Whilst-reading and (3) Post-reading. Further, the reading skill which were taught to the students were skimming, scanning and other reading techniques. The teacher thought by teaching skimming and scanning, the ability of her students in performing reading activity will be better because the students will be able to read faster. It is supported by the students' idea that if they do not read the text word by word, they can perform reading activity without losing many time. They said that the English teacher always suggests them to read just the specific information or may they read just to find the gist of the text. Based on the ideas above, it can be concluded that implicitly, the teacher applies skimming and scanning in teaching reading comprehension.

4.2 The Primary Data

4.2.1 Results of the Test

The primary data of this research were collected by using test conducted on 3rd April 2000.

As stated in the previous chapter that the students' reading speed can be investigated by multiplying the value of the speed obtained i.e., the words per minute with the percentage of the comprehension correct answer. So the score was in the form of percentage.

The scoring system for the reading speed test has two indicators: those are reading speed test using skimming (10 items) and reading speed test using scanning (10 items).

The reading speed test was administered by the writer herself in **fifty minutes**. **Twenty minutes** was allocated for the preparation and giving the instruction. For the first text, that is reading for skimming technique, the students given **six minutes** as the maximum time for reading, then followed by doing the comprehension task in **ten minutes**. After doing the first text and the questions, the students were given **four minutes** as the maximum time for reading using scanning followed by doing the comprehension task in **ten minutes.** The result of the test can be seen in the following table.

Table 3: The score of Reading Speed by Using Skimming Technique.

No Resp.	Time (seconds)	Time (minute)	Score (%)	Total
1	290	4.50	80	61,57
2	240	4	70	65,1
3	200	3.20	80	89,28
4	210	3.30	50	53,14
5	195	3.15	60	68,67
6	275	4.35	60	48,69
7	225	4.45	80	79,36
8	215	3.35	70	72,66
9	240	4	80	74,4
10	300	5	80	59,52
11	275	4.35	70	56,81
12	270	4.30	90	57,86
13	235	3.55	80	75,98
14	285	4.45	50	39,15
15	210	3.30	80	85,02
16	220	3.40	40	40,58
17	270	4.30	50	41,33
18	240	4	70	65,1
19	285	4.45	70	54,82
20	270	4.30	80	66,13
21	230	3.50	90	87,33

22	210	3.30	60	63,77
23	240	4	50	46,5
24	300	5	90	66,96
25	215	3. 35	80	83,05
26	270	4.30	50	41,33
27	235	3.55	70	66,48
28	285	4.45	70	54,82
29	275	4.35	70	56,81
30	290	4.50	80	61,57
31	230	3.50	80	77,63
32	240	4	70	65,1
33	295	4.55	70	52,96
34	180	3	50	62
35	215	4.35	90	93,43
36	205	4.25	60	65,32
37	290	4.50	80	61,57
38	240	4	80	74,4
39	190	3.10	60	70,48
40	240	4	40	46,98
41	195	3.10	50	57,23
42	225	3.45	90	89,28
43	290	4.50	80	61,57
44	210	3.30	60	63,77
45	195	3.15	70	80,12
46	185	3.05	80	96,51
47	210	3.30	90	95,65
48	290	4.50	70	53,87
49	215	3.35	90	93,43
50	225	3.45	80	79,36
51	230	3.50	60	58,22
52	195	3.15	70	80,15
53	300	5	90	66,96
54	275	4.35	70	56,8
Total				3726,11

Note

- Time (seconds)   : time for reading the passage in seconds

- Time (minute)   : time for reading the passage in minute

- Score   : the percentage of comprehension correct answer (%)

- Total   : the total of reading speed

Table 4: The score of Reading Speed by Using Scanning Technique.

No Resp	Time (seconds)	Time (minute)	Score (%)	Total
1	180	3	70	51,8
2	130	2.10	70	71,72
3	145	2.20	80	73,48
4	170	2.50	90	70,51
5	120	2	60	66.6
6	180	3	80	59,2
7	200	3.20	90	59,94
8	195	3.15	80	54,64
9	180	3	80	58,2
10	195	3.15	90	61,47
11	135	2.15	80	78,93
12	105	1.45	60	76,11
13	200	3.20	90	59,94
14	210	3.30	100	63,42
15	190	3.10	80	56,08
16	150	2.30	70	62,16
17	190	3.10	80	56,08
18	200	3.20	70	46,62
19	225	3.45	90	53,28
20	225	3.45	100	59,2
21	170	2.50	80	62,68
22	180	3	90	66,6
23	215	3.35	50	30,97
24	210	3.30	90	63,42
25	195	3.15	60	40,98
26	230	3.50	100	57,91
27	215	3.35	90	55,75

To be continued......

28	285	4.45	90	55,75
29	170	2.50	40	31,34
30	135	2.15	80	81,96
31	195	3.15	80	54,64
32	180	3	90	66.6
33	145	2.25	40	36,74
34	145	2.25	80	73,48
35	190	3.10	90	47,81
36	195	3.15	70	54,6
37	210	3.30	90	57,28
38	135	2.15	80	81,96
39	145	2.25	60	55,11
40	200	3.20	90	59,94
41	130	2.10	80	81,96
42	195	3.15	60	40,98
43	210	3.30	90	57,08
44	145	2.25	80	73,48
45	130	2.10	80	81,96
46	125	2.05	50	53,28
47	195	3.15	90	61,47
48	210	3.30	100	63,42
49	170	2.50	80	62,68
50	185	3.05	70	50,4
51	190	3.10	80	56,08
52	145	2.25	80	73,48
53	200	3.20	80	53,28
54	225	3.45	90	53,28
Total				3040

Note:

- Time (seconds)   : time for reading the passage in seconds

- Time (minute)   : time for reading the passage in minute

- Score   : the percentage of comprehension correct answer (%)

- Total   : the total score of reading speed

4.3 The Results of Data Analysis

The data of this study were quantitative. Here, the researcher calculated the frequency of the students' ability in performing the reading speed by using skimming and scanning. The formula is as follows:

$$E = \frac{n}{N} X100\%$$

Where:

E   : Percentage of students' score

N   : the total respondents

n   : the total score of each indicator

The detail calculation was as follows:

Table 5: The Percentage of the Students' score on Reading Speed

The students' abilities	The students' Reading Speed ability	The Percentage of Students' Reading Speed ability
Reading speed using skimming	3726	69%
Reading speed using scanning	3040	56%
Reading Speed ability	6766	63%

Based on the calculation above it could be known the students' reading speed ability, reading speed by using skimming and reading speed by using scanning ability. It was known that the table, the easiest ability for the students' reading speed were the reading speed by using skimming technique. The students' reading speed ability by using skimming technique was **69%**. The most difficult ability for the students' reading speed were the reading speed by using scanning technique. The students' reading speed ability by using scanning technique was **56%**. The students' reading speed ability was **63 %.**

The Standard Five interval was used to classifying the students' reading speed ability. It was done by classifying students' ability into five categories very fast, fast, normal, slow and very slow. The first step in calculating Standard Deviation (SD) by using the preparation table as follows.

Table 6: The Preparation Table to Calculate Standard Deviation of Reading Speed Using Skinming.

Interval	f	d	fd	fd2
86 - 97	7	+2	14	28
74 - 85	10	+1	10	10
62 - 75	13	0	0	0
51 - 62	17	-1	-17	13
39 - 50	7	-2	-14	28
Total	54		-7	79

After calculate the preparation table to find out Mean and Standard Deviation, the next step was calculate Mean and Standard Deviation.

The formula to find out Mean was:

$$M = \frac{\sum fx}{N}$$
$$= \frac{3565}{54}$$
$$= 66,4$$

By using the above formula, Mean of the students' reading speed ability was known as **66,4.**

The formula to find out Standard Deviation was:

$$SD = i \sqrt{\frac{\sum fd^2}{N} - \left[\frac{\sum fd}{N}\right]^2}$$

$$= 12 \sqrt{\frac{79}{54} - \left[\frac{-7}{54}\right]^2}$$

$$= 12 \sqrt{1,46 - 0,016}$$

$$= 12 \sqrt{1,44}$$

$$= 17,28$$

The second step was classify the students' reading speed into five categories very fast, fast, normal, slow and very slow. It was done based on Mean and Standard Deviation, and the calculation can be seen on the following table.

Table 7: The Classification of Students' Reading Speed Score Using Skimming

Classification	Bases - Criterion	Criterion	f	%
Very fast	Over +2 SD	100 and over	4	7,4%
Fast	+1 SD - +2 SD	83,68 - 100	11	20,4%
Normal	-1 SD - +1 SD	49,12 - 83,68	22	40,7%
Slow	-1 SD - -2 SD	31,84 - 48,12	15	27,8%
Very slow	-2 SD and less	31.83 and less	2	3,7%
Total			54	100%

Based on the table of classification, the mean of the students' total score was the result of qualification of the average ability of the students' reading speed by using skimming. It had been stated that the students' mean score was **66,4** or normal.

The classification of the students can be seen on the chart below:

Chart 1:

The Chart of Reading Speed Using Skimming

less-31,83 4%
100.97-over 7%
83,65-100,96 20%
31,84-49,11 28%
49,12-83,68 41%

Legend:
- 100.97-over
- 83,65-100,96
- 49,12-83,68
- 31,84-49,11
- less-31,83

The frequency of the students' can be found by classifying the score into the range of classification table. There were two students or 3,7% who have very slow classification gaining the score between 31,83 and less. Then, 15 students or 27,8% have slow classification gaining the score between 31,84 – 48,13. There were 22 students or 40,7% have normal classification gaining the score between 49,12 – 83,68. there were 11 students or 20,4% have fast classification gaining the score between 83,68 – 100. At last four students or 7,4% had very fast classification gaining the score between 100 and over.

Table 8: The Preparation Table to Calculate Standard Deviation of Reading Speed Using Scanning

Interval	f	d	fd	fd2
74 - 84	6	+2	12	24
63 - 73	13	+1	13	13
52 - 62	27	0	0	0
41 - 51	3	-1	-3	3
30 - 40	5	-2	-10	20
Total	54		12	60

After calculated the preparation table to find out Mean and Standard Deviation, the next step was calculated Mean and Standard Deviation.

The formula to find out Mean was:

$$M = \frac{\sum fx}{N}$$

$$= \frac{3135}{54}$$

$$= \mathbf{58{,}05}$$

By using the above formula, Mean score of the students' reading speed ability by using scanning was known **58,05**.

Then, the formula to find out Standard Deviation was:

$$SD = i\sqrt{\frac{\sum fd^2}{N} - \left[\frac{\sum fd}{N}\right]^2}$$

$$= 11\sqrt{\frac{60}{54} - \left[\frac{12}{54}\right]^2}$$

$$= 11\sqrt{1{,}11 - 0{,}049}$$

$$= 11\sqrt{1{,}06}$$

$$= 11{,}66$$

The second step was classify the students' reading speed into five categories very fast, fast, normal, slow and very slow. It was done based on Mean and Standard Deviation, and the calculation can be seen on the following table.

Table 9: The Classification of Students' Reading Speed Ability by Using Scanning

Classification	Bases -Criterion	Criterion	f	%
Very fast	Over +2SD	81,38 - over	6	11%
Fast	+1SD - +2SD	69,72 - 81,37	9	16,7%
Normal	-1SD - +1SD	46,39 - 69,71	30	55,6%
Slow	-1SD - -2SD	34,73 - 46,38	4	7,4%
Very slow	-2SD and less	34,72 and less	5	9,3%
Total			54	100%

Based on the table classification above, the mean of the students' total score is the result of qual·fication of the average ability of the students' reading speed ability by using scanning. It had been stated that the students' mean score was **58,05**, it lied on interval **46,39 - 69,71** or normal.

The classification of the students can be seen on the chart below:

Chart 2:
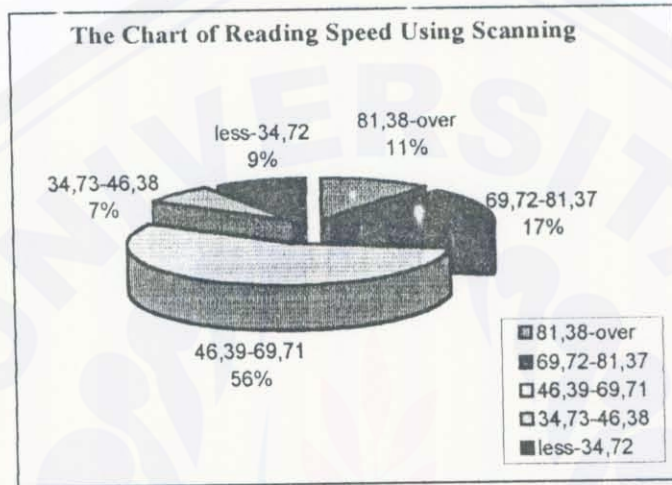
The Chart of Reading Speed Using Scanning

- 81,38-over 11%
- less-34,72 9%
- 34,73-46,38 7%
- 69,72-81,37 17%
- 46,39-69,71 56%

Legend:
- ▦ 81,38-over
- ▪ 69,72-81,37
- ▫ 46,39-69,71
- ▫ 34,73-46,38
- ▪ less-34,72

The frequency of the students can be found by classifying the score into the range of the classification table above. There were 5 students or 9,3% have very slow classification gaining the score between 34,72 and less. 4 students or 7,4% had fast classification gaining the score between 34,73 – 46,38. Then, 30 students or 55,6% have normal classification gaining the score between 46,39 – 69,71. There were 9 students or 16,7% have classification gaining the score 69,72 – 81,37. At last, there were 6 students or 11% have very fast classification gaining the score 81,38 and over.

Table 10: The Preparation table to calculate Standard Deviation of Reading Speed

Interval	f	d	fd	fd2
86 – 99	7	+2	14	28
72 – 85	21	+1	21	21
58 – 71	38	0	0	0
44 – 57	23	-1	-23	23
30 - 43	9	-2	-18	36
Total	108		-6	108

After calculated the preparation table to calculate Mean and Standard Deviation, the next step was calculate Mean and Standard Deviation.

The formula to find out Mean was as follows:

$$M = \frac{\sum fx}{N}$$

$$= \frac{6237}{108}$$

$$= 57{,}75$$

By using the above formula, Mean score of the students' reading speed was known **57,75.**

Then, the formula to find out Standard Deviation was:

$$SD = i\sqrt{\frac{\sum fd^2}{N} - \left[\frac{\sum fd}{N}\right]^2}$$

$$= 14\sqrt{\frac{108}{108} - \left[\frac{-6}{108}\right]^2}$$

$$= 14\sqrt{1 - 0{,}0030}$$

$$= 14\sqrt{0{,}997}$$

$$= 13{,}96$$

The second step was classifying the students' reading speed score into five categories very fast, fast, normal, slow and very slow. It was done based on Mean and Standard Deviation, the calculation can be seen on the table below.
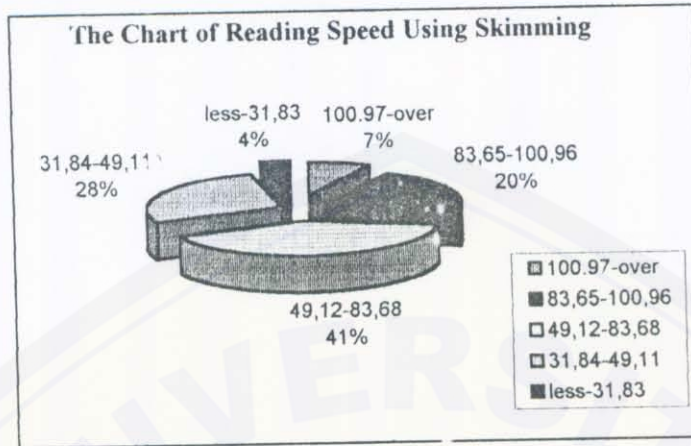
Table 11: The Classification of Students' Reading Speed Score

Classification	Bases -Criterion	Criterion	f	%
very fast	over+2SD	85,59 and over	7	6,5%
fast	+1SD - +2SD	71,92 - 85,58	20	18,5%
normal	-1SD - +1SD	43,83 - 71,91	72	66,7%
slow	-1SD - -2SD	29,91 - 43,82	9	8,3%
very slow	-2SD and less	29,90 and less	0	0
Total			108	100%

Based o the table classification above, the mean of the students' total sore was the result of qualification of the average ability of the students' reading speed ability. It had been stated that the students' mean score was **57,75**, it lied on the interval **43,83 – 71,91** or normal.

The classification of the students can be seen on the chart below:

Chart 3:
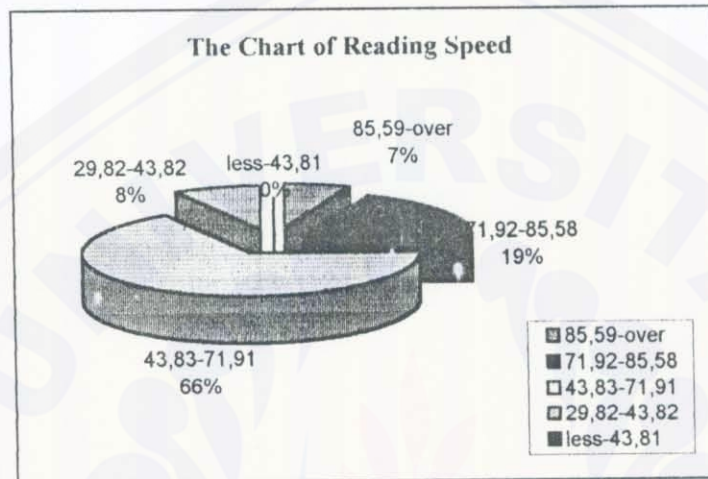
The frequency of the students can be found by classifying the score into the range of the classification table above. There were no one students or 0% have very slow classification gaining the score between 29,90 and less. There were 9 students or 8,3% have slow classification gaining the score between 29,91 – 43,82. Then, there were 72 students or 66,7% have normal classification gaining the score between 43,83 – 71,91. There were 20 students or 18,5% have fast classification gaining the score 71,92 – 85,58. The last, there were 7 students or 6,5% have very fast classification gaining the score 85,59 and over.

4.4 Discussion

The range of students' ability covering reading speed based on the data analysis was between **43,83 – 71,91** (see table 11).

The major problem of the study was: how is the reading speed ability of the second year students of SMUN I Nganjuk in the 1999/2000 academic year ? Based on the description from the data analysis, the result of reading speed ability was **63%** or normal. Moreover, the specific problems of the study were:

1. how is the reading speed ability of the second year students of SMUN I Nganjuk in the 1999/2000 academic year by using skimming?

   The result was **69%** or normal.

2. how is the reading speed ability of the second year students of SMUN I Nganjuk by using scanning?

   The result was **56%** or normal.

Based on the classification of score levels, the categories of the students abilities of reading speed using skimming were as follows: very fast: 7,4%, fast: 20,4%, normal: 40,7%, slow: 27,8%, very slow: 3,7%. The categories of the students abilities of reading speed using scanning were as follows: very fast: 11%, fast: 16,7%, normal: 55,6%, slow: 7,4% and very slow: 9,3%. While, the categories of the students' abilities or reading speed were as follows: very fast: 6,5%, fast: 18,5%, normal: 66,7%, slow: 8,7% and very slow: 0%.

On the average, the students abilities of reading speed were normal. It was not means that the students' do not need to improve their ability. Since there were many students have slow and very slow classification. It meant that they still need development in reading. The slow and very slow students' reading speed abilities may be caused by some reasons, such as:

- they did not really use the skimming and scanning techniques when they read

- they still read the text word by word very slowly

- they have poor vocabularies.

The other possibilities were not merely caused by the students reading skill, but also other factors such as: the condition of the students, experience and prior knowledge of the students or may the teacher's role in teaching learning process. The students must be able in using their time, because they must take such kinds of subjects beside English. This factor really·affect their ability, therefore, they just have limited time to learn each subject included English. In addition, the teacher's duty also influences the students' ability, such as the preparation of teaching, the performance of teaching and also the capability of thinking of the teacher.

Based on those ideas, it can concluded that the students' ability in reading still need to be developed in order to make them to be an efficient reader.

V.   CONCLUSIONS AND SUGGESTIONS

5.1   Conclusions

Based on the results of data analysis and discussion in chapter IV, there are some main points can be drawn here.

a.   General conclusion:

The reading speed ability of the second year students of SMUN I Nganjuk in the 1999/2000 academic year was 63% or normal.

b.   Specific conclusions:

- The reading speed ability of the second year students of SMUN I Nganjuk in the 1999/2000 academic year by using skimming was 69% or normal.
- The reading speed ability of the second year students of SMUN I Nganjuk in the 1999/2000 academic year by using scanning was 56% or normal.

5.2   Suggestions

The students' reading speed abilities based on the research was enough, that is 62%. Therefore, the researcher would like to give some suggestions to the following persons:

a.   The English teacher

- The English teacher should try to improve the students' reading speed by emphasizing the use of skimming and scanning techniques or some other techniques, such as SQ3R.

b.   The future researchers

- It is suggested to other researchers to conduct an experimental studies focusing on reading speed ability by applying skimming and scanning technique at controlled and experimental class.

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dix 1

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
escriptive y on reading d ability of second year ents of UN 1 Nganjuk ne 1999/2000 demic year	1. General Problem How is the reading speed ability of the second year students of SMUN 1 Nganjuk in the 1999/2000 academic year ? 2. Specific Problems - How is the reading speed ability by skimming of the second year students of SMUN 1 Nganjuk in the 1999/2000 academic year ? - How is the reading speed ability by scanning of the second year students of SMUN 1 Nganjuk in the 1999/2000 academic year ?	Student's reading speed ability	1. Skimming 2. Scanning	1. Looking for the Gist or Overview 2. Looking for the Major Ideas and Concept 3. Looking for the General Impression 1. Looking for the Specific Information	1. Respondents: The second year students of SMUN 1 Nganjuk of the 1999/2000 academic year 2. Informants : - The Principal - The English Teachers 3. Document	1. Area Determination Method - Purposive method 2. Respondent Determination Method - Proportional Random Sampling 3. Data Collecting method : - Test - Interview - Observation - Document 4. Data Analysis Method : $$E = \frac{n}{N} \times 100\%$$ E = The percentage of the correct answer n = Total correct answer N = Total respondents

Appendix 2

RESEARCH INSTRUMENTS

Observation Guide

No	The Data Taken	Resources
1	The teaching learning process of English on reading matter	English Teacher

Interview Guide

No	Questions	Resources
1	What type of reading that you have taught to your students ?	English Teacher
2	Do you also give skimming and scanning skill in reading to the second year students ?	English Teacher
3	What reading techniques do you use in teaching reading to your students ?	English Teacher

Documents Guide

No	The Data Taken	Resources
1	The names of respondent	Document
2	The location of the school	Document

Reading Speed Test

Skill : Reading for Skimming Technique
Class : II

Instruction

I. Fill in the box with correct time !

Finishing time : ....
Starting time : .... _
Reading time : .... (seconds)

II. Read this text as fast as possible and try to find out the main point carefully !
(You are provided with 360 seconds / 6 minutes as maximum time)

The word "co-operate" means to work together. Sometimes, when people work together to buy or sell something, or to solve a problem better and at lower cost then they could separately, they form a business called a co-operative.

Co-operatives are all around you. The rice, eggs, meat, milk, and fruit on your table may be marketed through a farming co-operative. You may wear clothes *woven* by a co-operative. One co-operative makes batik. Your family may shop at co-operative store, or borrow money through a co-operative.

A co-operative formed to obtained goods or services is usually called a consumer co-operative. "Consumer" means user or receiver. Many consumer co-operatives are organized to buy goods such as food and machinery. Farmers often form co-operatives to obtain supplies. Other consumer co-operatives are formed to obtain services, such as *insurance*. A medical co-operative is plan under which members receive health care. In rural areas, people often form co-operatives to bring electricity to their homes. Co-operatives also grant loans the members. Farmers obtain loans through investment credit associations.

When people join together to produce or sell something, they form producer or marketing co-operatives. In Indonesia, and many others countries, farmers set up co-operatives to process or market what they produce individually. Many co-operatives have been formed in the fishing and handicraft industries, as well as in farming.

Suppose that students at your school want to buy supplies at the lowest possible price. They may decice to set up a cooperative store. First, they sell membership shares to raise the money needed to start the strore. A manager is put *in charge of* the business. The supplies are resold to members and non-members alike, at prices high enough to cover the cost of operating the store.

Most co-operatives have rules adopted from those set up in the 1800s by and early co-operative in Rochdale, England. Among the rules are :

1. Anyone may join by buying shares in and making use of the co-operative. Members are also free to leave.
2. Members control to co-operative by voting on issues and electing officers.
3. Earning are used to improve the business or are returned to members.

Other practices are also widely followed. For example, goods and services are sold at current market prices, and many co-operatives use some of their funds to tell the public about the co-operative movement.

(Taken from : English for SMU 2)

III. Choose the best answer of the following questions !

1. The suitable tittle for the passage above is ....
   a. Work together
   b. Insurance
   c. Business activity
   d. Co-operative
2. The topic of the paragraph 1 is...........
   a. the definition of co-operative
   b. buying something
   c. the advantages of co-operative
   d. business is co-operative
3. The topic of the paragraph 3 is ....
   a. consumer co-operative formed to obtain or service goods
   b. a medical co-operative is plan under which member receive health care
   c. farmers form co-operative to obtain supplies
   d. other consumer co-operative are formed to obtain service
4. The topic of paragraph 5 is ....
   a. the supplies are resold members and non members
   b. how to set up a co-operative store
   c. a manager is put in charge of the business
   d. school co-operative store
5. The topic of paragraph 6 is...............
   a. the co-operatives rule
   b. co-operative in Rochdale, London
   c. anyone may join by buying shares
   d. co-operatives was build in 1800s
6. The main idea of paragraph 1 is ....
   a. a business called co-operative
   b. people work toghether to buy or sell something
   c. the word co-operative means to work together
   d. co-operative solve a problem better and at lower cost
7. The main idea of paragraph 2 is ....
   a. one co-operative makes batik
   b. our family may shop at co-operative store
   c. co-operatives are all around you
   d. our family may borrow money through a co-operative
8. The main idea of paragraph 3 is ....
   a. consumer mean user or reciever
   b. co-operatives also grant loans the members
   c. co-operative formed to obtain goods or services is usually called a consumer co-operative
   d. many consumer co-operatives are organized to buy goods
9. The main idea of paragraph 4 is ....
   a. people join together to produce or sell something
   b. many co-operatives have been formed in the fishing and handicraft industry
   c. farmers set up co-operative to process or market what they produce
   d. Fishing and handicraft industries as well as in farming
10. The main idea of paragraph 6 is ....
    a. members are also free to leave
    b. co-operative built up in the 1800s by and early co-operative in Rochdale, London
    c. member control to co-operative
    d. most co-operatives have rules

Reading Speed Test

Skill : Reading for Scanning Technique
Class : II

Instruction

I. Fill in the box with correct time !

Finishing time : ....
Starting time : .... –
Reading time : .... (seconds)

II. Read this text as fast as possible and try to find out the main point carefully !
(You are provided with 240 seconds/ 4 minutes as maximum time)

The population of Indonesia is the fifth largest in the world, after the People's Republic of China, India, the Soviet Union, and the United States of America. According to the cencus held in 1980, Indonesia's population was 147,490,298. In comparison with the 1971 cencus which put the population at 119,208,299, the rate of population growth in Indonesia is regarded relatively high (2,32% per annum). We just count how large it is now.

In terms of geography, 61,9% of Indonesia's population is found on the island of Java which territory account only 7% of the whole of Indonesian territory. The greater part of Indonesia's population consist of person under 30 years of age. Indonesia's policy on population since 1980 was to lengthen life expectancy and to reduce both the birth and the death rate. The projected number of population in Indonesia in 1985 is estimated at 165,153,600.

A certain data suggest that the Population and Family Planning Programme has made a constribution to national development by decreasing the birth rate. However this did not happen suddenly and was demonstrated concretely after the 1980 cencus. Nevertheless the declining trend can already be observed and followed from the 1976 result of an Inter-cencus Population survey, World Fertility Survey and 1979 National Socio-Economic Survey.

(Taken from : English for SMU 2)

III. Choose the best answer of the following question !

1. What number is the Indonesia's population in the world ?
   a. the largest
   b. the seventh largest
   c. the sixts largest
   d. the fifth largest

2. According to the ...., Indonesia's population was 147,490,298.
   a. 1990 cencus
   b. 1980 cencus
   c. 1976 cencus
   d. 1880 cencus

3. The population growth in Indonesia is relatively high. The growth percentace is
   arround ....
   a. 3,32% per annum
   b. 2,33% per annum
   c. 2,22% per annum
   d. 2,32% per annum

4. The percentace of Indonesia's population which live in Java island is ....
   a. 61,9%
   b. 7%
   c. 91,6%
   d. 39,1%

5. The large territory of Java island is .... of the whole of Indonesia territory
   a. 61,9 %
   b. 7 %
   c. 91,6 %
   d. 39,1 %

6. The greater part of Indonesia's population is ....
   a. under 50 years
   b. upper 30 years
   c. between 30-50 years
   d. under 30 years

7. The projected numbers of Indonesia's population in 1985 is estimated at ....
   a. 165,153,600
   b. 153,165,600
   c. 156,150,700
   d. 156,153,600

8. Population and Family Planning Programme has made a constribution to national
   development by ....
   a. decreasing the birth rate
   b. projecting the number of population
   c. cencussing population
   d. increasing the birth rate

9. Population and family programme was demonstrated concretely after ....
   a. 1999 cencus
   b. 1908 cencus
   c. 1980 cencus
   d. 1988 cencus

10. The declining trend can already be observed and followed from...................,
    except ....
    a. the 1976 cencus reasult of an Inter-cencus Population survey
    b. World Fertility Survey
    c. 1979 National Socio- Economic Survey
    d. the 1980 cencus result to lengthen life expectancy

Appendix 3

ANSWER KEYS

TEXT I

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

TEXT II

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

THE RESULT OF TRY OUT

TEST ITEM

NO	\multicolumn{11}{c}{ODD}	\multicolumn{11}{c}{EVEN}
	1	3	5	7	9	11	13	15	17	19	TOTAL	2	4	6	8	10	12	14	16	18	20	TOTAL
1	1	1	0	1	1	0	1	1	1	1	8	1	1	1	1	1	1	1	1	1	1	10
2	1	1	1	0	1	1	0	1	0	1	8	1	1	1	1	1	1	1	1	1	1	10
3	1	1	1	1	0	1	0	1	0	1	7	1	1	1	1	1	1	1	1	1	1	10
4	0	0	0	1	0	1	0	0	1	0	7	1	1	1	0	1	1	1	1	1	1	10
5	1	1	1	1	1	1	0	1	1	1	6	1	1	1	1	1	1	1	1	1	1	10
6	1	1	0	0	1	1	0	0	1	1	9	1	0	0	1	1	1	1	1	1	1	9
7	1	1	0	0	0	0	1	0	1	1	9	0	0	1	1	1	1	1	1	1	1	9
8	1	1	1	1	1	1	0	1	1	1	9	1	1	1	1	1	1	1	1	1	1	9
9	1	0	1	0	1	0	0	0	1	0	8	1	1	1	1	1	1	1	1	1	0	9
10	0	1	0	1	0	1	1	1	1	0	8	0	1	1	0	0	1	1	1	1	1	9
11	1	1	1	0	1	0	1	0	1	1	8	1	1	1	1	1	1	1	1	1	1	9
12	1	1	1	1	1	1	1	1	1	1	8	0	1	1	1	1	1	1	1	1	1	9
13	0	0	1	0	0	1	0	1	0	1	8	1	1	1	1	1	1	1	1	1	1	9
14	1	1	1	1	1	0	1	0	1	1	7	0	0	1	1	1	1	1	1	1	1	9
15	1	1	1	1	0	1	1	0	0	1	7	1	1	1	1	1	1	0	1	1	1	9
UPPER HALF	12	13	10	11	12	13	10	10	14	13		12	14	13	14	14	15	14	15	15	14	
16	0	1	0	1	0	0	1	0	0	1	6	1	0	1	1	1	0	1	1	1	0	9
17	1	1	1	0	1	1	0	1	1	1	8	0	1	1	0	1	1	1	1	1	1	8
18	0	0	1	1	0	0	1	1	1	1	8	1	1	0	1	0	1	0	0	1	1	8
19	1	1	0	0	0	1	0	1	0	1	7	0	1	1	0	1	1	1	1	1	1	8
20	0	1	1	1	1	0	1	0	1	1	7	1	1	1	0	0	1	1	0	1	1	8
21	1	1	0	0	0	1	0	1	0	1	6	1	1	0	1	0	1	0	1	1	1	8
22	0	0	1	0	1	0	1	0	1	1	6	1	0	1	0	1	0	1	1	1	1	8
23	1	1	0	1	0	0	0	0	1	0	6	0	1	1	1	1	1	0	1	1	1	8
24	0	0	1	1	1	1	1	1	0	1	8	1	0	0	0	1	0	0	1	1	0	6
25	1	1	0	1	0	0	0	0	0	1	7	0	1	1	1	0	1	1	0	0	1	7
26	0	0	0	0	1	0	0	1	1	0	6	1	0	0	1	1	0	1	1	1	0	7
27	1	1	1	1	0	0	1	0	0	1	7	0	1	1	0	0	1	0	1	1	1	6
28	1	0	1	0	0	0	0	0	1	1	4	0	1	0	0	1	1	1	0	1	1	7
29	0	1	0	0	1	0	1	1	0	1	6	0	0	1	0	0	0	0	1	1	0	6
30	0	1	1	0	0	0	0	0	0	1	5	0	0	0	0	1	1	0	1	1	1	6
LOWER HALF	6	13	10	8	8	9	9	11	10	13		10	9	9	11	14	10	10	12	13	12	

Appendix **5**
The Estimation of Reliability Coeficient

x \ y	3-4	5-6	7-8	9-10	f	x'	fx'	fx'2	x'y'
9-10				3	3	2	6	12	6
7-8			5	13	18	1	18	18	13
5-6		3	5		8	0	0	0	0
3-4	0	1			1	-1	-1	1	1
f	0	4	10	16	Σ	2	23	31	20
y	-2	-1	0	1	-2				
fy'	0	-4	0	16	12				
fy'2	0	4	0	16	20				
y'x'	0	1	0	19	20				

$$r_{xy} = \frac{\Sigma x'y' - \dfrac{(\Sigma fx')(\Sigma fy')}{N}}{\sqrt{\{\Sigma fx'^2 - \dfrac{(\Sigma fx')^2}{N}\}\{\Sigma fy'^2 - \dfrac{(\Sigma fy')^2}{N}\}}}$$

$$= \frac{20 - \dfrac{(23)(12)}{30}}{\sqrt{\{(31 - \dfrac{529}{30})(20 - \dfrac{144}{30})\}}}$$

$$= \frac{20 - 9,2}{\sqrt{\{(31 - 17,63)(20 - 4,8)\}}}$$

$$= \frac{10,8}{\sqrt{13,37 \cdot 15,2}}$$

$$= \frac{10}{\sqrt{203,224}}$$

$$= \frac{10,8}{14,25}$$

$$= 0,7579$$

$$r = \frac{2r}{1+r}$$

$$= \frac{1,52}{1,76}$$

$$= 0,86$$

FALICITIES VALUES OF THE TEST

No.	U	L	U-L	D	U+L	FV
1	12	6	6	0,4	18	0,6
2	12	10	2	0,133333	22	0,733333
3	13	13	0	0	26	0,866666
4	14	9	5	0,333333	23	0,766666
5	10	10	0	0	20	0,666666
6	13	9	4	0,8	22	0,733333
7	11	8	3	0,2	19	0,633333
8	14	11	3	0,2	25	0,833333
9	11	8	3	0,2	19	0,633333
10	14	14	0	0	28	0,933333
11	13	9	4	0,8	22	0,733333
12	15	10	5	0,333333	25	0,833333
13	10	9	1	0,066666	19	0,633333
14	14	10	4	0,8	24	0,8
15	10	11	-1	-0,066666	21	0,7
16	15	12	3	0,2	27	0,9
17	16	10	4	0,8	24	0,8
18	15	13	2	0,133333	28	0,933333
19	13	13	0	0	26	0,866666
20	14	12	2	0,133333	26	0,866666

Notes :

U = UPPER HALF
L = LOWER HALF
D = DISCRIMINATION INDEK = (U-L) : 0,5 N
= (U-L) : 15
FV = FALICITY VALUE = (U+L) : N
= (U+L) : 30
N = TOTAL OF RESPONDENTS.

Appendix 7

The Names of Respondents

No	Name	Class
1	Ahmad Maji	II 1
2	Ismith Mulyantiningsih	II 1
3	Dwi Praseto	II 1
4	Devi Sulistyorini	II 1
5	Anis Widayanti	II 1
6	Wahyu Linggar Jaya	II 1
7	Ali Panca	II 2
8	Bertina Rahmawati	II 2
9	Didik Setyo Nugroho	II 2
10	Ratna Nurhayati	II 2
11	Luki Fitrani	II 2
12	Nina candra Cahyaningrum	II 2
13	Tarmidi	II 3
14	Sugiarti	II 3
15	Erma Nur Hayati	II 3
16	Arie Candra Pusparini	II 3
17	Yondi Hermawan	II 3
18	Aris Prabowo	II 3
19	Lailatul Rahmawati	II 4
20	Sarwi	II 4
21	Shinta Ontavianti	II 4
22	Roni Cahyo Winarko	II 4
23	Purwanto	II 4
24	Novie Suryadi	II 4
25	Dwi Darmatin Ningrum	II 5
26	Anggraini Utami Sari	II 5
27	Andik Wisnugroho Suwarno	II 5
28	Sukiantoro	II 5
29	Vivin Vikarina	II 5
30	Tri Mulyono	II 5
31	Endang Sri Rejeki	II 6
32	Cahyo Setyo Budi	II 6
33	Sulistiyani Utami	II 6
34	Rudi Alamsyah	II 6
35	Dewi Ika F	II 6

36	Yanti	ll 6
37	Jumiati	ll 7
38	Andri Fitriani	ll 7
39	Moch Malik Arifin	ll 7
40	Yuliani	ll 7
41	Arista Ardian	ll 7
42	Eko Waskito	ll 7
43	Puspitayani	ll 8
44	Swasty Widyana Nugraheni	ll 8
45	Nurul Amri	ll 8
46	Tanty Septarini	ll 8
47	Tajus Subkhi	ll 8
48	Salahuddin Zuhri	ll 8
49	Meiliani Yasmin Anthony	ll 9
50	Beni Sanjaya	ll 9
51	Moch Rodli	ll 9
52	Mariani	ll 9
53	Agustinus Donny Nugraha	ll 9
54	Yuli Ardianti	ll 9

MEN PENDIDIKAN DAN KEBUDAYAAN RI
    UNIVERSITAS JEMBER
AS KEGURUAN DAN ILMU PENDIDIKAN

: 115 /PT.32.H5.FKIP/I.7'.2000   Jember, 1 Februari 2000

n   : Proposal

: Ijin Penelitian

: Yth.Sdr. Kepala...........
         SMUN I NGANJUK....

di -
         tempat

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
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N a m a   : ULFIN NADHIROH

N i m   : BIG195312

Program / Jurusan   : PBS /Pend. BAHASA INGGRIS

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber —
maksud melaksanakan penelitian dengan judul :

A DESCRIPTIVE STUDY ON READING SPEED ABILITY OF THE SECOND
YEAR STUDENTS OF SMUN I NGANJUK IN THE 1999/2000 ACADEMIC
YEAR

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara
berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

                                        a.n. D e k a n
                                        Pembantu Dekan I

                                        Drs. DJOKO SUHUD
                                        NIP. 130 355 407.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
KANTOR WILAYAH PROPINSI JAWA TIMUR

SMU NEGERI 1 NGANJUK

Jalan Kapten Kasihin H. S. No. 4 Telp. (0358) 321915 Nganjuk 64415

S U R A T   K E T E R A N G A N
Nomor : 1145/I04.22/SMU.01/KM/2000

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Umum
(SMU) Negeri 1 Nganjuk, menerangkan bahwa :

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- N i m   : B16195312
- S t a t u s   : Mahasiswa Fakultas Keguruan
                     dan Ilmu Pendidikan,
                     Universitas Jember

tersebut benar-benar telah mengadakan penelitian pada hari
Kamis, tanggal 3 Januari 2000 di SMU Negeri 1 Nganjuk.

Demikian surat keterangan ini kami berikan kepada yang bersang-
kutan agar dapat dipergunakan sebagaimana mestinya.

                                  Nganjuk, 5 Pebruari 2000
                                  Kepala Sekolah,

                                  SOEKADI SISWOHOETOJO, BA
                                  NIP. 130 205 706

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ULFIN NADHIROH

Nim / Jurusan / Angkatan : BIGI95312/ PBS/ 1995

Judul Skripsi : A DESCRIPTIVE STUDY ON READING SPEED ABILITY OF THE SECOND YEAR STUDENTS OF SMUN I NGANJUK IN THE 1999/2000 ACADEMIC YEAR

Pembimbing I : Dra. Wiwiek Eko Bindarti, M.Pd

Pembimbing II : Drs. Bambang Suharjito, M.M

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Jum'at , 30 Nov 1999	Topic dan Judul	
2.	Senin , 24 Des 1999	Matrik Penelitian	
3.	Sabtu , 28 Des 1999	Bab I	
4.	Jum'at , 22 Jan 2000	Bab I	
5.	Kamis , 9 Feb 2000	Bab II	
6.	Rabu , 20 Feb 2000	Bab II dan III	
7.	Selasa , 7 Maret 2000	Bab III	
8.	Senin , 23 Maret 2000	Test Instrument	
9.	Senin , 5 April 2000	Bab IV dan V	
10.	Rabu , 1 Mei 2000	Seluruh naskah	
11.			
12.			
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15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

a m a   :   ULFIN NADHIROH

m / Jurusan / Angkatan   :   BIGI95312/ PBS/ 1995

dul Skripsi   :   A DESCRIPTIVE STUDY ON READING SPEED ABILITY OF
THE SECOND YEAR STUDENTS OF SMU I BANTUK IN
THE 1999/2000 ACADEMIC YEAR

mbimbing   I   :   Dra. Wiwiek Eko Bindarti, M.Pd

mbimbing   II   :   Drs. Bambang Suharjito, M.Ed

EGIATAN KONSULTASI   :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Kamis, 28 Nov 1999	Topik dan Judul	
2.	Senin, 25 Des 1999	Matrik Penelitian	
3.	Senin, 28 Des 1999	Bab I	
4.	Selasa, 21 Jan 2000	Bab I	
5.	Rabu, 10 Feb 2000	Bab II	
6.	Jumat, 20 Feb 2000	Bab II dan III	
7.	Selasa, 5 Maret 2000	Bab III	
8.	Jumat, 19 Maret 2000	Test Instrument	
9.	Sabtu, 2 April 2000	Bab IV dan V	
10.	Rabu, 1 Mei 2000	Seluruh naskah	
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